

DOCUMENT RESUME

ED 201 886

CE 029 021

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 TITLE "You Can Be More": A Module to Help Students Understand Sex Equity.
 INSTITUTION Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
 PUB DATE Jan 80
 NOTE 150p.; For a related document see CE 029 020.
 EDRS PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS Career Choice; *Careers; Civil Rights; *Educational Legislation; Employment Opportunities; *Equal Education; Equal Opportunities (Jobs); Federal Legislation; Guidelines; Learning Activities; Learning Modules; Nontraditional Education; *Nontraditional Occupations; Objectives; Secondary Education; *Sex Fairness; Sex Role; Sex Stereotypes; *Student Rights; Vocational Education
 IDENTIFIERS Mississippi; Title IX Education Amendments 1972; Vocational Education Amendments 1976

ABSTRACT

Addressed to teachers for use with students, this module contains material developed to encourage high school students to explore nontraditional education courses and become familiar with legal rights in schools and work. Preliminary materials include guidelines for effectively teaching about sex stereotyping, checklists, and list of definitions. Designed for use as part of the regular school class period or in a longer workshop setting, the four units are activity-oriented and can be used as special, separate activities or as a total unit plan. Each unit begins with a listing of objectives and a brief introduction and may contain informative material; material/ideas for bulletin boards and posters; activities detailing purpose, materials, and procedure; and worksheets/tests. The units deal with (1) overview of sex role stereotyping and the effects; (2) student's legal rights as created by legislation, specifically Title IX and Title II; (3) information about the world of work, career options, and nontraditional careers; and (4) preparation for career opportunities and the pursuit of nontraditional employment. Appendixes contain test answers, optional activities, and listings of resources and references. (YLB)

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ED201886

"YOU CAN BE MORE"
A Module to Help Students Understand
Sex Equity

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Published By

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Vocational-Technical Division
Mississippi State Department of Education
Jackson, Mississippi

Research and Curriculum Unit
Mississippi State University
Mississippi State, Mississippi

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Preface

The purpose of this module is to provide information and activities that help create an awareness in high school students that they are no longer limited by sex role stereotyping in their career and family expectations. Students will be encouraged to explore and express their attitudes, values and beliefs as a first step toward exploring non-traditional career opportunities. Hopefully, by reducing the effects of sex stereotyping, students will be able to view various work and family activities as appropriate for humans rather than categorizing activities according to traditional roles.

There are four units that have been designed to assist in creating awareness. The units are: **Sex Role Stereotyping** which attempts to create an understanding of what we are talking about; **The Law, The Legislative Charge** deals with both Title IX and Title II helping create the legal rights that students have; **The World of Work** looks realistically at jobs and people who enter the work force; **The Career Opportunities for the Pursuit of Non-Traditional Employment** creates awareness and encourages students to enter non-traditional employment.

The units are activity oriented and can be used as special, separate activities or as a total unit plan. The module was designed for teachers to use as a part of the regular school class period or in a longer workshop setting.

This activity module should not be considered as the final word on sexism in education. We have attempted to design information to create awareness in a non-biased manner. Many additional resources are available and should be utilized whenever possible.



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"Do you think there has been any significant change in the traditional male role?"



"Why should I marry a good provider, Dad? I'm a good provider."

The best man for the job
is
often a woman.



TODAY, CLASS, WE'RE
GOING TO TALK ABOUT
SOMETHING IMPORTANT:
HUMAN RIGHTS.



I BELIEVE THAT BOYS
AND GIRLS ARE
ABSOLUTELY EQUAL.
I MEAN IT.



THE TRUTH IS...
-CYNTHIA, STOP SCATTERING!
IT'S NOT LADYLIKE.



THE TRUTH IS, ANYONE
CAN DO ANYTHING
NOWADAYS - REGARDLESS
OF THEIR SEX.



-WHATEVER, BILL! I'VE TOLD
YOU A THOUSAND TIMES...
BOYS DON'T FLAKE WITH
THEIR HAIR!



-YOU WILL FIND THAT
THERE IS NO SEX BIAS
IN MY CLASS. EVER.



AH!
THERE'S THE BELL.
ALLRIGHT. CLASS
DISMISSED!



-GOOD HEAVENS, ANNIE! DON'T
LIFT THAT STONE - LET SEAN
DO IT!!



...OH, IT FEELS SO GOOD
TO HAVE THE CHANCE
TO LIBERATE YOUNG
PEOPLE!



Introduction

This publication is addressed to teachers for use with students. The booklet contains definition of terms; an overview of sex role stereotyping and the effects; information concerning legislation; information about the world of work, career options, and non-traditional careers; preparation for career opportunities and the pursuit of non-traditional employment; material for bulletin boards and posters; activities; and a list of resources available to teachers.

Because of their day-to-day contact with students over extended periods of time, teachers can influence students' attitudes toward non-traditional sex roles and vocational options.

This material is designed to encourage students to explore education courses which are not traditional for the student's sex, and to become familiar with legal rights in schools and work.

In **Try It, You'll Like It!** authors Matthews and McCune point out that in today's world, interests, careers, and family responsibilities need no longer be linked to being female or male.

- *All individuals need to identify their own interests, abilities and needs without being limited by stereotyped ideas of "femininity" or masculinity "*
- *Both women and men need to be prepared to do paid work outside the home, work which can provide them with economic security, personal satisfaction, and a way of contributing to the world outside their families.*
- *Both men and women need to be prepared to work inside their homes, to provide for their own food, clothing, and shelter and for the physical and emotional well-being of others they live with or care about.*
- *Vocational education courses can offer any individual valuable skills; both females and males may find their interests and needs met by vocational education courses which are not traditional for their sex.*
- *Although sex discrimination and sex stereotyping still exist, both females and males have a legal right to be protected from discrimination based on sex, race, natural origin, or handicap in education programs and in employment.¹*

The preliminary materials include guidelines, a checklist and a list of definitions which will be of value to teachers as they recognize opportunities.

¹Martha Matthews and Shirley McCune, **Try It, You'll Like It!** (Washington D.C. : Resource Center on Sex roles in Education, 1978), pp. 4-5.

GUIDELINES FOR EFFECTIVELY TEACHING ABOUT SEX STEREOTYPING*

1. Examine the model you provide for students.

Frequently teachers are not aware that they serve as models for students and that they can significantly affect students' attitudes and behaviors. Are you satisfied with the model you present to your students? Is that model free of sex-stereotyped behaviors? Perhaps you have already responded to the "Checklist for Sex-Fair Teaching Behavior." If not, you may want to self-assess the model you provide your students.

2. Identify your students' awareness of sex stereotyping and their role expectations.

Initial information about a class can help identify topics of interest and sensitivity as well as provide a basis for introducing the topics of sex stereotyping and role expectations to students. Student awareness, attitudes and expectations can be informally assessed through discussions, use of one or more of the introductory teaching activities or a short questionnaire. A questionnaire has the advantage of providing anonymous responses which might not otherwise be given. Questions might include asking students how they would feel about being a person of the opposite sex (boys tend to react negatively, girls positively), and why they would or would not want to be a member of the opposite sex. Additionally, questions can be developed to find out how many students live with one parent, how many of their mothers are employed outside the home, how many students have occupational plans, how many expect to marry, how many do not feel a wife should work, etc. Initial information can be compared to information later in the year to determine if students' attitudes and role expectations have expanded.

3. Teach for attitudes as well as knowledge and skills.

In addition to teaching knowledge and skills, vocational education also aims to develop attitudes which are important for employment, such as pride in work and sense of responsibility. Attitudes such as these are recognized as being closely related to the students' feelings about themselves. Teaching about sex stereotyping and expanding roles can help students to understand their feelings about themselves, others and work. Opportunities to explore the personal meaning of the course content by relating it to self-expectations and attitudes can increase students' interest about the subject matter.

4. Integrate the concepts of sex stereotyping and role expectations with regular course content.

A major attraction of vocational education has been its obvious relevance to both the present and future lives of students. Sex-role education must have the same relevance. If the teaching about sex stereotyping and role expectations is not related to other content, students will not perceive its relevance. In preparing students for assuming work and family roles, vocational education provides a logical context for developing a personal understanding of sex-role stereotyping; it can be integrated with appropriate course topics in order to enhance students' interest in and understanding of how sex-role stereotyping can limit career and family aspirations.

5. Develop an understanding of stereotyping as the basis for increasing expanded role expectations.

Students must understand the adverse effects of sex-role stereotyping and sex bias on their lives in order to be free to perceive a wider range of career options and role expectations. By helping students understand how sex stereotyping affects them, students can discover how occupational and family roles can be appropriate for both sexes.

6. Create a classroom climate that encourages students to examine sex-stereotyped assumptions, attitudes and expectations.

Adolescents are especially sensitive to criticism and rejection by peers and teachers. To explore sex stereotyping and role expectations, they need to feel they can safely express attitudes and assumptions. **Students' attitudes and feelings about sex stereotyping should not be labeled as right or wrong.** For each person, feelings and attitudes are a result of individual experiences which give them personal validity. If students, who express the idea that all girls should plan to have a career, are told they are 'right,' others who may have different feelings and ideas on the topic can interpret this as meaning their ideas and feelings are 'wrong.' If students who express the attitude that a woman's place is in the home are told they are 'wrong,' they may close the door to further discussion and exploration of the topic. **Students should not be required to verbally express their personal feelings and ideas.** This helps create a nonthreatening climate by protecting students from having to share personal feelings and ideas until they feel they won't be rejected. If students are questioned about their ideas and feelings rather than judged on the basis of them, they will be encouraged to share and discuss ideas and feelings.

7. Focus on human liberation rather than liberation of one sex.

Many males and females tend to react negatively to an extreme or one-sided view of discrimination and stereotyping which focuses only on women. Because of the publicity the women's movement has received and the availability of materials with the feminist viewpoint, women's liberation can easily become the perceived or actual focus. Sex discrimination and stereotyping deals with the personal beliefs, ideas, biases and actions of people and can cause people to be defensive. Many people think they have to 'choose sides' and that in choosing 'the side' of women's liberation they must reject or minimize males as individuals of worth. It is essential to develop an understanding among students that sex-role stereotyping is a cultural phenomenon that restricts the human potential of both sexes. The teacher's challenge is to provide balance and establish the topic as a human problem rather than that of one sex.

8. Determine students' reactions to the topic during and at the end of the course.

A teacher may obtain valuable indicators of student reactions to the topic by using informal assessment techniques similar to the ones suggested for initial assessment of student attitudes. Student responses to short open-ended questionnaires can help a teacher determine if an open, accepting climate has been created or if students of either sex are being 'turned off' or reacting negatively to the topic or activities.

Near the end of a course, student responses can determine the teacher's effectiveness in incorporating the topic into the course. Do they reject sex stereotyping as the norm for work and family activities? Are they able to identify subtle forms of sex stereotyping and bias? Do they point out examples of bias to their peers and teachers? Do they perceive more occupational and family options than they did at the start of the course?

*Source: **Expanding Adolescents Role Expectations**, Community Service Education Department, Cornell University, Ithaca, N.Y., 1977, pp. 81-82.

CHECKLIST FOR TEACHERS*

	YES	NO
1. Do I have different expectations for girls and boys? (e.g. grades, activity levels, discipline problems, future goals)	___	___
2. Do I expect aggressive curiosity from boys while girls do the "neat" work, don't ask questions, just please the teacher?	___	___
3. Do I channel girls toward housework-oriented tasks (watering plants, dusting, etc.) and boys toward tasks requiring strength and mechanical skills (moving furniture, operating projectors)?	___	___
4. Do I expect girls of ethnic minority groups to behave differently and have different aspirations than other girls? Than boys of their ethnic minority group?	___	___
5. Do I channel girls of certain minority groups toward lower paying, less responsible job options than other girls? Than minority boys?	___	___
6. Do I encourage boys to "fight back"; girls to "defend themselves"?	___	___
7. Do I ask students to line up in a "girls' line" and a "boys' line"?	___	___
8. Do I encourage boys to be chivalrous (offer seats, hold doors, and carry heavy objects for girls)?	___	___
9. When I prepare report cards, do I tend to give girls the higher grades? (Do these grades truly reflect academic achievement or are they a reward for more submissive and controllable behavior?)	___	___
10. Do I tolerate behavior in boys that I would not in girls? ("Boys will be boys.")	___	___
11. Do I give more attention to boys, both disciplining them more and talking with them more about classroom matters?	___	___
12. Do I tend to discipline boys strictly and physically (swats), but girls leniently and verbally?	___	___
13. Do I ever punish boys by making them work/sit next to girls? Or vice-versa?	___	___
14. Do I pity girls who are unable or unwilling to dress fashionably; or favor those who do dress fashionably?	___	___
15. Do I react negatively to boys who have long hair or wear earrings, or to girls who wear slacks?	___	___
16. Do I pity boys who are smaller in size than their classmates?	___	___
17. Do I tease athletic boys for being "all brawn and no brain"?	___	___
18. Do I remind girls to "sit like a lady"?	___	___
19. Do I think of and refer to girls as "sweet, helpful, gentle, neat, passive, dainty, emotional, weak," and do I think of and refer to boys as "strong, aggressive, active, bad, athletic, creative, intellectual, and brave"?	___	___

	YES	NO
20. Do I make jokes about women's liberation, or do I laugh when someone else does?	___	___
21. Do I ever compliment a young woman or female colleague by telling her she worked hard "like a man" or that she did a "man-sized job"?	___	___
22. Do I use the generic "he" to refer to an anonymous student?	___	___
23. Do I use the generic "men" to refer to people, both men and women?	___	___
24. Do I ever use sexist generalizations: "Women can never make it with their minds." "Women are intuitive." "Take it like a Man." "Boys will be boys." "Dumb blond."?	___	___
25. Am I angered to action over comments including "nigger," "chink," and "boy," but take little notice of "You're only a girl," "chick," "queer," "fag," "broad," "just a girl," "sissy," "old bag," "that's a girl's book"?	___	___
26. Do I ever call girls "tom boys" or boys "sissies"?	___	___
27. Do I ever say, "ladies before gentlemen," "ladies don't talk that way," "young men and ladies"?	___	___
28. Do I find myself talking in a different tone of voice with a boy than a girl?	___	___
29. Do I tease children about having "boyfriends" and "girlfriends"?	___	___
30. Do I feel it is more important to help boys sort out work options than it is to help a girl?	___	___
31. Do I react negatively to a boy who says he hopes to marry and be a homemaker?	___	___
32. Do I help students to identify sex and race stereotyping and discrimination in their education and personal lives?	___	___
33. Do I ask students to give me feedback on any sexism and racism that they might encounter in my classroom, my course?	___	___
34. Do I assume that the "head of the family" is a male? That every child lives with a mother and father who are married?	___	___
35. Do I ask only mothers to bake cookies, chaperone events, and be involved in PTA?	___	___
36. Do I ask for volunteer "room mothers" rather than "room parents"?	___	___
37. Do I feel uncomfortable about asking fathers to help in the classroom without pay, but assume that mothers are available to volunteer their time?	___	___
38. Do I expect mothers to help teach sewing and fathers to help teach carpentry?	___	___
39. Am I familiar with Title IX, the Equal Rights Amendment, and other laws which protect students, faculty and administrators from sex discrimination?	___	___

- | | YES | NO |
|---|-------|-------|
| 40. Do I suggest programs on sexism and racism at staff meetings and meetings of professional organizations? | _____ | _____ |
| 41. Do I know how to file a sex or race discrimination complaint within my school district and with the Department of Health, Education, and Welfare? | _____ | _____ |

*Adapted From: **Project Awareness**, Feminists Northwest, Seattle, Washington, Revised 1977, pp. H3-53, 54, 55.



DEFINITIONS

SEX EQUITY--THE LANGUAGE THAT WE USE...*

1. Sex Discrimination--Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
2. Sex Bias--Behaviors resulting from the assumption that one sex is superior to the other.
3. Sex Role Stereotyping--Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
4. Occupational Sex Role Stereotypes--Those in which specific occupations are linked, and believed to be appropriate, to members of one or the other sex.
5. Equity--Moving beyond discrimination--reforming and improving; based on concepts of fairness, justice--a right recognized and enforced.
6. Equality--The quality or state of being equal.
7. Sex Fairness--Treating both sexes in the same manner.
8. Non-Traditional Worker--A person employed in an occupational area once considered appropriate for the opposite sex.
9. Displaced Homemakers--A person that is the product of the transformation in the structure of the American family. They are primarily middle-aged and older women who, through death, divorce, or separation must pursue a career outside their homes.
10. Sexism--The collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior.
11. Sex Role Socialization--The differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.
12. Feminism--(1)The principle that there should be political, economic, and social equality of the sexes; (2)The movement to win political, economic, and social rights for women.
13. Feminist--One who advocates or practices feminism.

*Source: **Action Beyond Access, Volume 1, Number 1**,
Illinois Office of Education, Department of Adult, Vocational and Technical Education,
September, 1978.



TRY SOMETHING DIFFERENT

I. SEX ROLE STEREOTYPING

OBJECTIVES:

1. To clarify feelings on masculinity and femininity.
2. To create awareness of the damaging effect of sex bias and sex stereotyping on women and men.
3. To create awareness of the effect of sex bias in the students thinking about themselves and their career choices.

INTRODUCTION

It used to be that vocational education programs offered home economics and secretarial courses for girls and crafts and trade courses for boys. Girls were prepared to work in the home, or to work for pay briefly before marriage. Boys were prepared to work outside the home in "men only" jobs. Most students in vocational education did not continue their education beyond the high school level.

In this old system, both females and males were taught stereotypes. They learned to believe that all females shared "feminine" interests and abilities while all males shared a different set of "masculine" interests and abilities. They learned that because they were female or male they were expected to take courses in school which were appropriate to their sex and to work as adults in jobs which were appropriate to their sex.

Today, things are beginning to change. Although some people still believe in the old sex stereotypes, many people are deciding that these stereotypes aren't right for them.¹

¹Martha Matthews and Shirley McCune, **Try It, You'll Like It!**
(Washington D.C.: Resource Center on Sex Roles in Education, 1978), pp. 4-5.

Activity 1: Pre-Test/Post-Test for Students*

DIRECTIONS:

For the following statements, decide on the degree to which you agree or disagree with each statement and then mark that answer on the separate answer sheet. This should be how you personally feel about the statement, not how you think other people feel.

Possible responses:

- A. I strongly disagree with this statement.
 - B. I disagree with this statement.
 - C. I have no feelings about this statement.
 - D. I agree with this statement.
 - E. I strongly agree with this statement.
-
1. Money is the only real reason for women working.
 2. All females should be prepared to support themselves financially.
 3. Auto mechanics is an appropriate career for females.
 4. Women who have jobs are unhappy.
 5. A woman can be a good mother while working full-time as a nurse.
 6. Married women should hold jobs so they can be independent.
 7. When planning for a career, a girl should consider technical and skilled jobs that have traditionally been for men only.
 8. Full-time, outdoor jobs are unsuitable for girls.
 9. Woman's place is in the home.
 10. A woman can be a good mother while working full-time as an auto mechanic.
 11. Married women should only work when their income is necessary to support the family.
 12. Most girls who take machine shop are unfeminine.
 13. Generally, girls perform best at jobs where they are working with people.
 14. Women are becoming too independent today.
 15. Most men would marry a woman even though she works as a plumber.
 16. Vocational courses are courses that train students for jobs when they graduate from high school. These courses are generally for girls who are dumb.
 17. Girls should be encouraged to enroll in traditionally all-male vocational courses like air conditioning repair.
 18. Most girls are physically strong enough to be welders.
 19. Girls should be encouraged to work.
 20. Most men dislike intelligent women.
 21. Only girls who are having trouble with academic courses should enroll in radio repair.
 22. Girls should learn a job skill while in high school.
 23. Men are better bosses than women.
 24. Being the only girl in a radio repair class would frighten me.
 25. If I had to make a choice, I would choose a job that made me feel important rather than a job with a high salary.
 26. Most boys would make fun of a girl who took welding.
 27. Vocational classrooms are too dirty for girls.
 28. An auto mechanics teacher would be harder on girls than on boys.

29. It takes as much intelligence to learn air conditioning repair as geometry.
30. Most girls would laugh at a girl who enrolled in plumbing.
31. Men are more interested in what they are doing than in how much they are making.
32. All males should be prepared to support a family, in addition to themselves.
33. Nursing is an appropriate career for males.
34. Men who are forced to work in the home are unhappy.
35. A man can be a good father while working full-time as a traveling salesman.
36. Men should support their families so that they can have the feeling of "being needed."
37. When planning for a career, a boy should consider jobs that have traditionally been for women only.
38. In-home careers are unsuitable for boys.
39. A man's major goal in life should be to have a good job.
40. A man can be a good father while working full time as a flight attendant.
41. Most boys who take cosmetology are effeminate.
42. Generally, men work best in decision-making positions.
43. Men are getting "softer" today.
44. Most women would marry a man even though he works as a secretary.
45. Vocational courses are courses that train students for jobs when they graduate from high school. These courses are generally for boys who are dumb.
46. Boys should be encouraged to enroll in traditionally all-female vocational courses like child care.
47. Most boys have pleasant enough personalities to be receptionists.
48. Boys should be encouraged to work in the home.
49. Most men like women who continually ask their advice.
50. Only boys who are having trouble in academic courses should enroll in home making.
51. Boys should learn homemaking skills while still in high school.
52. Women make better bosses than men.
53. Being the only boy in a sewing class would be embarrassing.
54. Most girls would make fun of a boy who took shorthand.
55. A cosmetology teacher would be harder on boys than on girls.
56. It takes as much intelligence to learn shorthand as algebra.
57. Most boys would laugh at a boy who took a cooking class.

Possible responses:

- A. Yes, I agree.
 - B. No, I disagree.
58. The average male worker earns nearly twice as much as the average female worker.
 59. Of women who work, most work for less than five years.
 60. Currently, half of all women are working.
 61. Women with college degrees earn as much money as men with college degrees.
 62. Nine out of ten girls of today will work for money at some time during their lives.
 63. It is illegal to pay women less than men for the same job.
 64. Most women workers are not married.
 65. Most women work because they need the money to help support their families.
 66. Secretaries earn as much as electricians.
 67. Women earn less than men earn because women are concentrated in low-paying, dead-end jobs.

68. Very few married women work.
69. It is illegal for employers to refuse to hire qualified women.
70. Today there are many job openings for women in skilled jobs such as plumbing and welding.
71. In high school, all job training courses are open to girls.
72. The average woman worker today is single and under 20.
73. Women earn less than men earn because women have less education.
74. Working women are taking jobs away from men.
75. More than one-third of all women workers are in clerical jobs like secretary, typist, etc.
76. Currently, there are more job openings for machinists than teachers.
77. A woman can have a career while raising a family.
78. There is increased juvenile delinquency in families where the mother works.
79. There are employment opportunities for women in jobs that are often considered men's work.
80. Women workers are absent from the job because of illness more than men.
81. Women can generally make more money in traditionally male occupations than in traditionally female occupations.
82. In high school, a girl can learn to be an auto mechanic.
83. Physically, women are capable of working as machinists.
84. Women can perform any job men can perform.
85. Women are smart enough to become engineers.
86. Women possess the finger coordination necessary for electronics work.

DIRECTIONS:

For the rest of the survey, write your answers or circle the appropriate letter on this sheet.

Note: Vocational courses include auto mechanics, air conditioning and refrigeration, machine shop, cosmetology, office, health professions, DE and other courses that train students for jobs.

60. Have you considered taking a vocational course in high school?
 - A. Yes
 - B. No (go to question 62)
61. If yes, with whom did you discuss this? (You may select more than one if necessary.)
 - A. parent
 - B. friend
 - C. counselor or teacher
 - D. no one
62. Are you planning to take a vocational course in high school?
 - A. Yes
 - B. No (go to question 64)
63. If yes, in what field? _____
64. If no, why not: _____
65. Are you planning to graduate from high school?
 - A. Yes
 - B. No

66. What are your plans for education beyond high school?
- A. junior college
 - B. four-year college or university
 - C. business or technical school
 - D. on-the-job training or apprenticeship
 - E. none
67. What are your plans for working after graduating or leaving high school?
- A. begin working immediately
 - B. begin working after further education or training
 - C. do not plan to work
 - D. undecided, but I have given it quite a bit of thought
 - E. undecided, I haven't really thought too much about it yet
68. After leaving high school, do you plan to continue living with your parents?
- A. No
 - B. Yes, until I complete my education
 - C. Yes, until I get married
 - D. Yes, until I get a full-time job
69. After leaving high school, do you expect to receive financial support from your family?
- A. No, I will be expected to support myself
 - B. Yes, but only in case of emergency
 - C. Yes, until I complete my education
 - D. Yes, until I can support myself
 - E. Yes, until I get married
70. Do you plan to get married at some time in your life?
- A. Yes
 - B. No (go to question 74)
71. If you do plan to get married, when do you plan to get married?
- A. during high school
 - B. following high school graduation
 - C. following further education or training
 - D. after working at least two years
 - E. undecided
72. If you do plan to marry, do you plan to have children?
- A. Yes
 - B. No (go to question 74)
73. If you **do** plan to have children, what are your future working plans?
- A. do not ever plan to work
 - B. quit work when I marry
 - C. work until I have children and quit permanently
 - D. quit work when I have children and resume work after they are old enough
74. If you **do not** plan to have children or **do not** plan to marry, what are your future working plans?
- A. do not ever plan to work
 - B. work for a few years
 - C. work continuously

75. When you start work, what job would you like to have? _____

76. How much do you think you will be able to earn when you get that job?

- A. \$3,500 per year
- B. \$5,000 per year
- C. \$7,500 per year
- D. \$10,000 per year
- E. more than \$10,000 per year

77. How much education will you need to get the job you desire?

- A. less than high school graduation
- B. high school graduation
- C. high school graduation plus some further education
- D. four years of college or more
- E. don't know

78. Has your mother worked outside the home?

- A. Yes
- B. No

79. Is she working now?

- A. Yes
- B. No

80. What does (did) she do? _____

81. Does your father work outside the home?

What is your father's occupation? _____

82. How many years of school did your father complete?

- A. 0-8
- B. some high school
- C. high school graduate
- D. college
- E. don't know

83. How many years of school did your mother complete?

- A. 0-8
- B. some high school
- C. high school graduate
- D. college
- E. don't know

84. Are you working now?

- A. Yes
- B. No

85. Do you plan to work while in high school?

- A. Yes
- B. No

*Adapted from: **Career Decision-Making**, Career Resource Center, University of Tennessee, Knoxville, TN.

Activity 2: Value Voting

Purpose:

To become aware of own values and compare them with other participants.

Materials:

None

Procedure:

Students should sit in a circle where they can see each other. Teacher explains that she/he will read a list of sentences and people are to vote using their thumbs. Thumb up means "I agree," thumb down means "I disagree." Students always have the right to pass (not respond) by folding their arms in front of them. Wiggling the thumb either up or down means they strongly agree or disagree.

Value Voting*

1. A woman's place is at home.
2. Children belong to their mother more than their father.
3. Husband and wife should be equal to each other.
4. Boys are smarter than girls.
5. Men should not do housework.
6. If a woman works, she should still do all the housework.
7. I would vote for a woman for President if she were the best candidate.
8. Women should be paid less for doing the same work as men.
9. Women are less responsible than men.
10. Money spent on athletics should be evenly divided between boys and girls.
11. Men should not cry.
12. Masculinity refers to how strong a man is.
13. Femininity refers to how weak and helpless a girl is.
14. A good doctor might be either a man or a woman.
15. All students should choose between home ec. and industrial arts.
16. Boys should have more education than girls.
17. Women should choose whether or not they want an abortion. Legislators should not do it for them.
18. Men should not be secretaries.
19. It is fine for a woman to be the boss in a business.
20. Women should only try for jobs that are "women's jobs" like nurses, teachers, secretaries, clerks. They should not be business people, doctors, truckdrivers, or pilots.

*Source: **Equal Vocational Opportunity**, Millie Huff, Tennessee Department of Education, Nashville, Tennessee, 1979, p. 30.

Activity 3: A Checklist*

Purpose:

To explore interests

Materials:

Checklist for each student.

Procedure:

Teacher distributes checklists to student and gives direction. Directions: *Read the list and answer the questions about interest and experience by marking "X" in the columns where the answer is yes. You can make as many X's as you need to: if you are interested in an activity, have tried it yourself, and have seen both women and men do it, you should mark four X's in the row next to that activity, one in each column. If you are not interested in an activity, have never tried it, or have never seen either a woman or a man do it, you don't need to mark any X's at all.*

Suggestions for Thought and Discussion After Marking the Checklist:

Many people decide what their interests and abilities are without ever trying a number of different things to find out. Many people also limit what they are willing to try based on what they think is "feminine" or "masculine" or on what they have seen other members of their own sex doing. Most of us learn by imitating people who seem like us or people we respect, but if we try only the things we've seen others do we may be limiting our own individuality. It may keep us from discovering things that we are good at or things that we enjoy doing. Now look at your answers. Do you see any patterns?

What interests do you have which you think are traditional for someone of your sex?

Which interests do you have which you think are not traditional for someone of your sex?

Are you more likely to have tried activities when you've seen them done by someone of your own sex or people of both sexes than when you have only seen them done by someone of the opposite sex?

Are there any changes you would like to make in your own interest and experience pattern?

Discovering and developing your own individuality isn't a matter of automatically rejecting everything which is traditional for your sex and doing only those things which are traditional for the opposite sex. It is a matter of trying a number of different things and finding those which are right for you. The things you do best and like best may be a mixture of traditional "feminine" and "masculine" things. Only you can decide the best things for you to do, but to decide well you need to give yourself a fair choice....Find out what's right for you. Explore your interests and abilities.

*Source: **Try It, You'll Like It!**, Martha Matthews and Shirley McCune, Resource Center on Sex Roles in Education, Washington, D.C., 1978, pp. 10-13.

Identifying My Interests: A Checklist

	I am interested in:	I have tried:	I have seen a woman do this:	I have seen a man do this:
Growing plants, flowers, or vegetables				
Driving a truck or heavy machinery				
Arranging flowers				
Selling something to a stranger				
Learning about credit agreements				
Performing laboratory tests with chemicals				
Doing complicated arithmetic problems				
Reading an insurance policy				
Taking care of people who are ill				
Working in a hospital				
Cooking an entire meal				
Fixing up a room just the way you want it				
Taking care of a child for 24 hours				
Repairing your own clothes				
Sewing something you can use or wear				
Doing all the grocery shopping for your family for a week				
Keeping a budget				
Working with a computer				
Typing a letter				
Managing an office				
Reading or drawing a blueprint				
Tuning up an engine				
Fixing an electrical appliance				
Building something out of wood				
Giving someone a haircut				
Fixing a leaking faucet				
Working with power tools				
Making something with metal				
Working with technical instruments				

Activity 4: What Can I Do?

Purpose:

1. To show students how they may be limiting themselves if they will not participate in activities they believe are for the other sex.
2. To encourage students to take courses and do things that are no longer limited to one sex.

Materials:

Student activity sheet.

Procedure:

1. Distribute the activity sheet and have the students work on it independently.
2. When students have finished, try to get a class profile of what activities the class feels are masculine, feminine or both. You might list them on the board under the three headings.
3. Initiate discussion with questions.
 - a. What makes an activity masculine? feminine?
 - b. How many of these activities would you not do?
 - c. Do you feel that you cannot participate in any of them because of your sex? Make a list of those activities.
 - d. Why does your sex prevent you from doing these things?
 - e. Have you seen both boys and girls in any of these activities? Which ones? How do you feel about that?
 - f. Do you wish you could do all these things? Why or why not?
 - g. Should both boys and girls be encouraged to play sports?
 - h. Should boys and girls be allowed to participate in sports together?



WHAT CAN I DO?*

1. Check off all the things you would not do in the first column.
2. On each line in the second column, write M if you think the activity should be only for males, F if you think the activity should be only for females, and B if you think both males and females can do it.

_____	_____	work out with weights
_____	_____	knit
_____	_____	wash dishes
_____	_____	help inside house
_____	_____	help outside house
_____	_____	take shorthand
_____	_____	cook
_____	_____	become a candystriper
_____	_____	take care of children
_____	_____	try out for cheerleading
_____	_____	play football
_____	_____	wrestle
_____	_____	play basketball
_____	_____	play baseball
_____	_____	work for a woman
_____	_____	have a paper route
_____	_____	take home economics
_____	_____	make your own clothes
_____	_____	take an auto mechanics course
_____	_____	mow lawns for money
_____	_____	build a treehouse
_____	_____	bake for a bake sale
_____	_____	try to carry something heavy
_____	_____	work with power tools
_____	_____	learn to embroider
_____	_____	change a tire
_____	_____	learn about electricity
_____	_____	get a construction job
_____	_____	take drafting courses
_____	_____	change the oil in a car

1. How many activities would you not do? _____
2. How many did you give an M? _____
3. How many did you give an F? _____
4. Of the activities that you would not do, how many did you rate for the other sex? _____
5. Of the "other sex" activities, what are your reasons for not wanting to do them? _____

*Source: **Expanding Adolescent Role Expectations**, Community Service Education Department, Cornell University, Ithaca, N.Y., 1977, pp. 85-86.

Activity 5: Film - THE FABLE OF HE AND SHE*

Estimated time required: 20 minutes (including discussion)

Purpose:

1. To illustrate to high school students that traditional male and female roles are learned and can be discarded with positive results for everyone.
2. To provide stimulus for group discussion.
3. To introduce in a nonthreatening way the topic of stereotyping. This is done through amusing figures and interesting creative techniques.

Materials:

the film - **The Fable of He and She**

16mm film projector and viewing screen

Procedure:

1. Before showing the film, the teacher should write the unfamiliar words "hardybars" and "mushamels" on the board or on a big newsprint pad in front of the students. The teacher should point out the serious intention of the film and prompt participants to look beneath the amusing figures. "Allegory" or "fable" should be defined.
2. Show the film.
3. After the film, conduct a discussion using the following questions:
 - a. In the beginning of the story, why do hardybars and mushamels divide the work as they do? Is this fair to all of them?
 - b. What is the moral of this fable?
 - c. Why, at the end of the film, did the hardybars assume that things would "go back to normal"?
 - d. Do you think that the changes in thinking about the sexes will ever go back to being what they were in this country fifty years ago?
 - e. What have been the negative effects, if any, of the changed ideas about women's role in society?

Source: Learning Corporation of America, 1350 Avenue of the Americas, New York, N. Y. 10019.

This film is a commercial product developed by Learning Corporation of America. It may be borrowed from the Sex Equity Office in the Vocational Division (P. O. Box 771, Jackson, Mississippi 39205, or telephone 601/354-6805).

Activity 6: SEX STEREOTYPING -- PARTS I AND II
Filmstrip and Record

Purpose:

1. To explain that ascribed sex traits and sex stereotypes do not reflect today's reality.
2. To recognize how stereotypes are perpetuated.
3. To show what to do to combat sex stereotyping.

Materials:

Filmstrip and record

Filmstrip projector and viewing screen

Record player

Intended Audience: Eighth grade to adult

* This product from the National Education Association may be borrowed from the Sex Equity Office in the Vocational Division (P. O. Box 771, Jackson, MS 39205 or telephone 354-6805).

Activity 7: Damaging and Negative Effects of Sex Stereotyping

Purpose:

1. To present information on sex stereotyping.
2. To make the students aware of the damaging and negative effects of such stereotyping.

Materials:

Information sheets.

Procedure:

All or part of the information can be made available to students, at the discretion of the teacher, and used as a basis for class/group discussion. Perhaps the material can best be presented by the use of transparencies.

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON GIRLS AND WOMEN

(adapted from *Sexism in School and Society*,
by Nancy Frazier and Myra Sadker,
Harper & Row, 1973, 71-73)

A. LOSS OF ACADEMIC POTENTIAL

1. Intellectually, girls start off ahead of boys. They begin speaking, reading, and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts. (Eleanor Maccoby, "Sex Differences in Intellectual Functioning," in Eleanor Maccoby (ed.), *The Development of Sex Differences*, Stanford, CA: Stanford University Press, 1966) University Press, 1966)
2. Although women make much better high school grades than do men, they are less likely to believe that they have the ability to do college work. (Patricia Cross, "College Women: A Research Description," *Journal of National Association of Women Deans and Counselors*, 32, no. 1 (Autumn 1968), 12-21)
3. Of the brightest high school graduates who do not go to college, 75-90 percent are women. (*Facts About Women in Education*, prepared by the Women's Equity Action League. Can be obtained from WEAL, 1253 4th St. S.W., Washington, D.C.)
4. In 1900, women earned 6 percent of all doctoral degrees; in 1920, 15 percent; and by 1968, only 13 percent. In short, the percentage of doctorates earned by women has actually decreased since the 1920's. (Edith Painter, "Woman: The Last of the Discriminated," *Journal of National Association of Women Deans and Counselors*, 34, no. 2 (Winter 1971), 59-62)

B. LOSS OF SELF-ESTEEM

1. As boys and girls progress through school, their opinions of boys grow increasingly more positive and their opinions of girls increasingly more negative. Both sexes are learning that boys are worth more. (S. Smith, "Age and Sex differences in Children's Opinions Concerning Sex Differences," *Journal of Genetic Psychology*, 54, no. 1 (March 1939), 17-25)
2. Fewer high school women than men rated themselves above average on leadership, popularity in general, popularity with the opposite sex, and intellectual as well as social self-confidence. (Cross, *op. cit.*)
3. On the Bernreuter personality inventory, norms show that women are more neurotic and less self-sufficient, more introverted and less dominant than men. (R.G. Bernreuter, "The Theory and Construction of the Personality Inventory," *Journal of Social Psychology*, 4, no.4 (November 1932), 387-405)

4. College women believe that men desire a woman who is extremely passive and who places wifely and familial duties above her own personal and professional development. (Anne Steinman, Joseph Levi, and David Fox, "Self Concept of College Women Compared with Their Concept of Ideal Women and Men's Ideal Woman," **Journal of Counseling Psychology**, 11, no. 4 (Winter 1964), 27-33)
5. College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual desire to avoid success. (Martha Horner, "Women's Will to Fail," **Psychology Today**, 3, no. 6 (November 1979), 36-38)
6. Fifty-five percent of a group of women at Stanford and forty percent at Berkeley agreed with the following sentence: "There is a time when I wished I had been born a member of the opposite sex." Only one in seven male students would endorse such a statement. (Joseph Katz, **No Time for Youth**, San Francisco, Josey Bass, 1968)
7. Both male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity. (John McKee and Alex Sheriffs, "The Differential Education of Males and Females," **Journal of Personality**, 35, no. 3, (Sept. 1957), 356-371)

C. LOSS OF OCCUPATIONAL POTENTIAL ¹

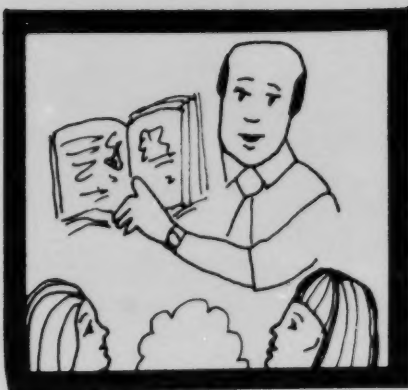
1. By the time they are in the fourth grade, girls' visions of occupations open to them are limited to four: teacher, nurse, secretary, or mother. Boys of the same age do not view their occupational potential through such restricting glasses. (Robert O'Hara, "The Roots of Careers," **Elementary School Journal**, 62, no. 5 (Feb 1962), 277-280)
2. By the ninth grade 25 percent of boys and only 3 percent of girls are considering careers in science or engineering. (Daryl Bem and Sandra Bem, "We're All Nonconscious Sexists," in Daryl Bem, **Bellefs, Attitudes, and Human Affairs**, Monterey, Cal: Brooks/Cole, Copyright 1970 by Wadsworth Pub. Co.)
3. Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence. (Peggy Hawley, "What Women Think Men Think," **Journal of Counseling Psychology**, 18, no. 3 (autumn 1971), 193-4)
4. In a survey conducted in 1966 throughout the state of Washington 66.7 percent of boys and 59 percent of girls stated that they wished to have a career in professional occupations. However, 57 percent of the boys and **only 31.9 percent of the girls stated that they actually expected to be working in such an occupation.** (Walter Slocum and Roy Boles, "Attractiveness of Occupations to High School Students," **Personnel and Guidance Journal**, 46, no. 3, (April 1968), 754-761)

¹The attitude and competencies with which a young woman enters the labor market will become of increasing importance. It has been estimated that nine out of ten females will be working on a full-time basis at some point in their lives. Between 1968 and 1980, the Department of Labor estimates that the total number of women in the labor force will increase by 27 percent, whereas the total number of men will increase by only 20 percent. (Jeanne Holm, "Employment and Women: Cinderella Is Dead," **Journal of National Association of Women Deans and Counselors**, 34, no. 1, (Autumn 1970), 6-13)

5. College women become increasingly interested in being housewives from their freshman to their senior year in college. This is at the expense of academic and vocational goals. (Linda Bruemmer, "The condition of Women in Society Today: A Review--Part 1," **Journal of National Association of Women Deans and Counselors**, 33, no. 1 (Autumn 1969), 18-22)
6. In 1973, the median annual full-time income for a white man was \$11,544; for a minority man, \$8365; for a white woman, \$6559; and for a minority woman, \$5775. (U.S. Department of Labor statistics)

These key studies were drawn together in a list, meant to be representative rather than inclusive, to gain some sense of the growth that has been stunted and of the promise that has been denied.

Source: **Project Awareness**, Feminists Northwest, Seattle, Washington, Revised 1977.



SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON BOYS AND MEN*

A. LOSS OF PERSONALITY AND WORK OPTIONS

1. The damage of stereotyping is even more irreparable for the boy than for the girl. When boys learn stereotyped male behavior there is a 20 percent better chance that it will stay with them for life than when girls learn stereotyped behavior. (P.H. Mussen, "Some Antecedents and Consequents of Masculine Sex Typing in Adolescent Boys," **Psychological Monographs**, vol. 75, no. 2 (1961); and P.H. Mussen, "Long-term Consequents of Masculinity on Interests in Adolescence," **Journal of Consulting Psychology**, vol. 26 (1962), 435-440)
2. Demands that boys conform to social notions of what is manly come much earlier and are reinforced with much more vigor than similar attitudes with respect to girls. Several research studies, using preschool children as their subjects, indicate that boys are aware of what is expected of them because they are boys and restrict their interests and activities to what is suitably "masculine" in kindergarten, while girls amble gradually in the direction of "feminine" patterns for five more years. (Ruth Hartley, "Sex-Role Pressures and the Socialization of the Male Child," in Judith Stacey et al. (eds.), **And Jill Came Tumbling After: Sexism in American Education**, New York: Dell, 1974, 185-198)
3. Most boys build expectations that are higher than their achievements. ...Boys who score high on sex-appropriate behavior (possessing masculine outlook and behavior) also score highest in anxiety...Striving to maintain a masculine role is for the boy stressful enough to be associated with manifest anxiety. (Susan W. Gray, "Masculinity-Femininity in Relation to Anxiety and Social Acceptance," **Child Development**, vol. 28, no. 2 (June 1957), 203-214)
4. Because of the relative absence of fathers from boys' experience...the elementary aged boy looks to his peers to fill in the gaps in his information about his role as a male. Since his peers have no better sources of information than he has, all they do is to pool the impressions and anxieties they derive from the media and their early training. Thus we find over-emphasis on physical strength and athletic skills with almost complete omission of tender feelings or acceptance of responsibility toward those that are weaker. (adapted from Ruth Hartley, op. cit.)
5. Six volumes of studies document that violence in American society is taught, learned and acted upon. Boys are actually encouraged to be aggressive by parents while girls are not. Almost all TV models encourage aggression in men. Childhood aggression predictably results in continued undisguised aggression when boys become men. (Warren Farrell, **The Liberated Man**, N.Y.: Bantam Books, 1974, p. 43; and Robert Liebert, "Television and Social Learning: Some Relationships between Viewing Violence and Behaving Aggressively" (Overview) in **Television and Social Behavior: A Report to the Surgeon General** from the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, vols. 1-5, Washington, D.C.: National Institute of Mental Health, U.S. Govt. Printing Office, 1972)
6. Basically the male stereotype discourages males from speaking openly with one another about their fears, anxieties, and weaknesses. It fosters intellectualizing, bravado, and competitiveness among males, all of which are directly antithetical to more intimate personal exchanges. (Janet Saltzman Chafetz, **Masculine/Feminine or Human?** Itasca, Ill: F.E. Peacock Publisher, Inc., 1974, p. 165)

7. Most boys recognize they cannot prove themselves on all levels...But they must still choose between two basic images of what a man is and can be--images which are apparent from both children's books and numerous other sources. One image is the "physical striving" man and the other, the "job striving" man. (Warren Farrell, *op. cit.* pp. 37-38)

8. There are some further costs of the masculine role. It is well known that males have a life expectancy that is shorter by several years than that of females, and that there is a much higher mortality rate for males between the specific ages of 18 and 65 than for females. Some of the reasons for this are probably related to sex role phenomena. First, males suffer more accidental deaths in sports, on dangerous vehicles like motorcycles, and through violence. Part of the definition of masculinity is personal bravery and adventuresomeness.

Over and above accidental deaths are deaths from diseases that probably reflect, in part, the masculine emphasis on competition, success, and productivity. The pressure on males to "succeed" in a highly competitive world of work create tremendous stress; in the final analysis, few males can ever sit back and say "I've arrived; I am a success; now I can relax."

Among the large numbers of males doing less competitive but more repetitious labor, the pressure to persist day in, day out, year after year, in highly alienating work results from the sex role requirement that they provide for their families the best they possibly can in material terms. Heart attacks, strokes, high blood pressure, and other circulatory illnesses probably result in part from such pressures. They undoubtedly also contribute to the much higher rates of alcohol and drug abuse among males, which in turn hasten death, and they are reflected in the higher male suicide rate. The proscription on expressing emotions entailed in the masculine role definition probably exacerbates the stresses inherent in the obligation to support a family--financially and emotionally--and to succeed in an often highly competitive "rat race." (Janet Saltzman Chafetz, *op. cit.*, pp. 64-65)

9. In my survey of male employees I frequently found that when I asked the employee if he would ever consider taking a year off to care for children, he would consistently reply something like: "Personally I would like to do it, but I could really endanger myself here at work--imagine telling my boss I'm going to be a mother for a year!" If I agreed that might be impractical and asked, "Would you actively support a child-care center here in your company?" a not atypical reaction was, "If I keep pushing for things like that, I'll end up Vice President in Charge of Girls (laughter)." Over and over the employees seemed scared, even to the point of sweating, to be a part of anything out of the ordinary, particularly if it associated them with something "weaker," like women, or showed what our society considers "weakness" like self-examination. (Warren Farrell, *op. cit.*, p. 48)

B. LOSS OF ACADEMIC POTENTIAL

1. At age six when a boy enters first grade, he may be twelve months behind his female counterpart in development age, and by nine this discrepancy has increased to eighteen months. Thus he is working side by side with a female who may not only be bigger than he, but who seems better prepared to handle school more competently and more comfortably. (Frances Bentzen, "Sex Ratios in Learning and Behavior Disorders," *National Elementary School Principal*, 46, no. 2 (Nov. 1966, 13017; as quoted in Nancy Frazier and Myra Sadker, *Sexism in School and Society*, New York: Harper & Row, 1973, p. 37)

2. Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys. Also boys, who do equally well as girls on achievement tests get lower grades in school. In fact, throughout elementary school, two-thirds of all grade repeaters are boys. (Gary Peltier, "Sex Differences in the School: Problem and Proposed Solution," **Phi Delta Kappan**, 50, no. 3 (Nov. 1968), 182-85; as quoted in Frazier, *ibid.*, p. 92)
 3. Boys receive 8 to 10 times as many prohibitory control messages (warnings like: "That's enough talking Bill. Put that comic away, Joe") as their female classmates. Moreover, when teachers criticize boys, they are more likely to use harsh or angry tones than when talking with girls about an equivalent misdemeanor. (Phil Jackson and Henriette Lahaderne, "Inequalities of Teacher-Pupil Contacts," in Melvin Silberman (ed.), **The Experience of Schooling**, New York: Holt, Rinehart and Winston, 1971, pp. 123-134; as quoted in Frazier, *ibid.*, p. 89)
 4. Studies of educational underachievement in the gifted have revealed that underachievement occurs twice as frequently among boys as among girls (Ruth Hartley, *op. cit.* p. 185)
 5. Boys are the maladjusted, the low achievers, the truants, the delinquents, the inattentive, the rebellious. National delinquency rates are five times higher among boys than girls; in New York City, 63% of all drop-outs are boys. (Patricia Cayo Sexton, "Schools are Emasculating Our Boys," in Judith Stacey, *op. cit.*)
 6. Some researchers have found three times more boys than girls have trouble with reading. (Frazier, *op. cit.*, p. 92)
- The "physical striver" considers it masculine not to care about what his teachers think. "How much you can get away with," is far more masculine than an enthusiastic "Look how much I learned!" The reading difficulty itself is perpetuated by the fear of studying, and the insecurity by the fear of appearing like a girl. (Warren Farrell, *op. cit.*, pp. 34, 38)
8. The poorly educated physically striving male makes absolute statements often bordering on the authoritarian. In this way he feels no one dare challenge him. The more educated student striver learns to articulate and hedge his statements so carefully as to never be vulnerable. Both are concerned with proving themselves right, rather than discovering what's right. (Warren Farrell, *op. cit.*, pp. 39-40)

C. LOSS OF NURTURANT AND SOCIAL-EMOTIONAL QUALITIES

1. ...our sex role stereotypes have left virtually the entire realm of emotional expression and human caring to femininity. It is difficult to imagine a genuine loving relationship involving the stoical, unemotional, instrumentally oriented, dominating, aggressive, and competitive nature of the masculine stereotype. Moreover, both males and females view a husband's primary function as that of provider; there is no socially defined and sanctioned expectation that he confide, comfort, or share, and without these there is scarcely "love." (Chafetz, *op. cit.*, p. 166)

2. Almost nothing in the prefatherhood learning of most males is oriented in any way to training them for parenting. They are actively discouraged as children from play activities involving baby surrogates and except in rare instances of large families with few or no older sisters, they are not usually required to help much in the daily care of younger siblings. (Chafetz, *op. cit.*, p. 178)
3. By and large, most fathers, especially white middle class, probably relate very little to their children during infancy and early childhood, perceiving them as more or less of a nuisance. Fathers do not actively partake of the petty daily problems and needs of their offspring and they remain tangential to the intimate lives of their children, involved only in the "special" moments of excitement or disaster. In most cases fathers refuse even to engage in physical contact with their son's past infancy, preferring the handshake to the kiss. (Chafetz, *op. cit.*, p. 180)
4. In addition to the relative absence of fathers from boys' experience, we have evidence that the relations between boys and their fathers tend to be less good than those between girls and their mothers or fathers. (Hartley, *op. cit.*, p. 188)
5. Given the relative absence of male figures during his waking hours, the male toddler is hard pressed to find out what he is supposed to do. When the father is present he usually surpasses the mother in punishing the boy for being too "feminine" perhaps because of his own sex role insecurities. The boy finds out that "boys don't cry," "boys don't cling," and so on, but often on the basis of negative sanctions from parents and peers. (Chafetz, *op. cit.*, pp. 73-74; and David Lynn, **Parental and Sex Role Identification: A Theoretical Formulation**, Berkeley, CA: McCutchan Publishing, 1969, pp. 57-64)
6. In the long run, however, it is in men's relationships with each other that the proscription against having "feminine" feelings is most costly, because it precludes having a deep intimate involvement with someone who might share similar problems. In our society, where sex and affection are closely intertwined, if one gets too close to other men there is a fear that this affection will be seen as sexual, and homosexuality is the antithesis of masculinity. Furthermore, it would be difficult indeed to be supportive toward those persons with whom one is competing. This ban on emotionality does not necessarily apply to other cultures where men are allowed more latitude in expressiveness; in many European cultures men are allowed to embrace each other without compromising their masculinity. (Deborah David and Robert Brannon (eds.) **The Forty-Nine Percent Majority: The Male Sex Role**, Reading, MA: Addison Wesley, 1976, p. 50)

*Source: Project Awareness, Feminists Northwest, Seattle, Washington, revised 1977.

FACT SHEET ON NEGATIVE EFFECTS OF STEREOTYPING

Research indicated that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways.

There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype.

It appears to be more difficult for males than females to unlearn stereotyped behaviors.

Young males who score high in sex-stereotyped behaviors and attitudes also tend to score higher on measures of anxiety.

During the elementary years, males are referred to clinics for psychological and behavioral problems with greater frequency than females. During the adolescent years, more females are referred to professional help or seek it out.

Both males and females tend to receive most of their emotional attention and care from females.

Young people of both sexes tend to have less interaction with adult males than with adult females.

Males are provided fewer opportunities and are discouraged rather than encouraged to participate in activities that would help them learn parenting and homemaking skills.

Males tend to receive little attention or encouragement in developing and expressing feelings of concern, responsibility and tenderness for others.

Males are frequently provided fewer educational opportunities than females to learn about human reproduction and sexuality, and generally know less and have more misinformation than females.

Generally, males are encouraged to be competitive, aggressive, independent, and physically strong; females are discouraged from having the same characteristics.

Both men and women have been found to experience conflict between their ideal self and the stereotyped characteristics generally associated with their sex.

Many females but few males indicate that, at some time, they would have preferred to have been born a member of the opposite sex.

Research demonstrates various groups of professionals characterize mentally healthy males and mentally healthy adults as having the same characteristics; mentally healthy females are perceived as having totally divergent, even opposite characteristics of those of mentally healthy adults.

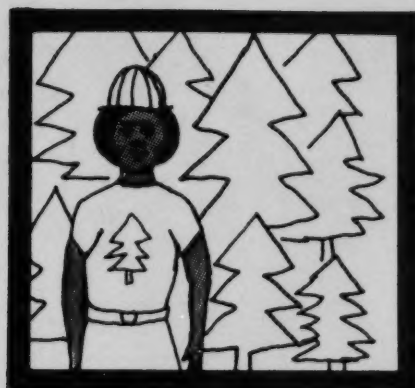
" 'Sexism' is as virulent a disease as racism; the daily struggle of meeting the stereotyped image of 'masculinity' can well be claimed for the fact that men develop more ulcers than women and die at a younger age."

--A. Hernandez

"The principle which regulates the existing relations between the sexes is wrong in itself and is now one of the chief hindrances to human improvement; and it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other."

--John Stuart Mill, 1867

Source: Expanding Adolescent Role Expectations (Information, Activities, Resources for Vocational Educators) The Office of Occupational and Continuing Education. New York State Education Department, Albany, New York.



TODAY, CLASS, WE'RE
GOING TO TALK ABOUT
SOMETHING IMPORTANT:
HUMAN RIGHTS.



I BELIEVE THAT BOYS
AND GIRLS ARE
ABSOLUTELY EQUAL.
I MEAN IT.



THE TRUTH IS...
-CYNTHIA, STOP SCRATCHING!
IT'S NOT LADYLIKE.



THE TRUTH IS, ANYONE
CAN DO ANYTHING
NOWADAYS - REGARDLESS
OF THEIR SEX.



-HONESTLY, BILL! I'VE TOLD
YOU A THOUSAND TIMES...
BOYS DON'T FLIDDLE WITH
THEIR HAIR!



-YOU WILL FIND THAT
THERE IS NO SEX BIAS
IN MY CLASS. EVER.
THERE'S THE BELL.



CLASS DISMISSED!
-GOOD HEAVENS, ANNIE! DON'T
LIFT THAT STOOL - LET GEORGE
DO IT!!



...OH, IT FEELS SO GOOD
TO HAVE THE CHANCE
TO LIBERATE YOUNG
PEOPLE!



Cartoon by Elsa Bailey

WHY ARE FORCEFUL MALES
REFERRED TO AS
CHARISMATIC
WHILE FEMALES ARE
DOMINEERING?

WHY IS IT
THAT
OBSTINATE MEN
ARE CALLED
STRONG-WILLED
WHEN
OBSTINATE WOMEN
ARE CALLED
STUBBORN?

WHY ARE WOMEN WHO
ARE IRONIC CALLED
BITTER
WHILE IRONIC MEN ARE
CALLED HUMOROUS?

WHY ARE CAREFUL
MEN CALLED
PRUDENT
BUT THE SAME
KIND OF WOMAN
IS CALLED
OBSESSIVE
?

WHY ARE WOMEN WHO
ARE DAUNTLESS
CONSIDERED BRAZEN
WHEN DAUNTLESS MEN
ARE CONSIDERED
FEARLESS?

WHEN SPEAKING ABOUT PEOPLE
WHO ARE TALKATIVE,
WHY ARE MEN CALLED ARTICULATE
AND WOMEN GABBY?

WHY ARE
MEN WHO ARE
EFFICIENT
REFERRED TO AS
COMPETENT
BUT
EFFICIENT WOMEN
ARE
COMPULSIVE?

WHY ARE DEVOIS MEN
CONSIDERED SHREWD
WHEN DEVOIS WOMEN
ARE SCHEMING?

WHY IS IT
THAT MEN OF
ORDINARY APPEARANCE
ARE CALLED
PLEASANT-LOOKING
WHEN
ORDINARY WOMEN
ARE CALLED
HOMELY?

WHY ARE MEN
WHO ARE FORGETFUL
CALLED ABSENTMINDED
WHEN FORGETFUL WOMEN
ARE CALLED
SCATTERBRAINED?

WHY ARE
ANGRY MEN
CALLED
OUTRAGED
WHILE
ANGRY WOMEN
ARE CALLED
HYSTERICAL
?

WHY IS IT
THAT WHEN
MEN TALK
TOGETHER IT
IS CALLED
CONVERSATION
BUT WHEN WOMEN
TALK TOGETHER
IT IS CALLED
GOSSIP?

WHY ARE LIGHTEARTED
MEN CALLED EASYGOING
BUT THE SAME TYPE
OF WOMEN ARE
CALLED FRIVOLOUS
?

WHY ARE MEN WHO ARE
INTERESTED IN EVERYTHING
REFERRED TO AS CURIOUS
BUT WOMEN OF THE SAME
TYPE ARE CALLED NOSY?

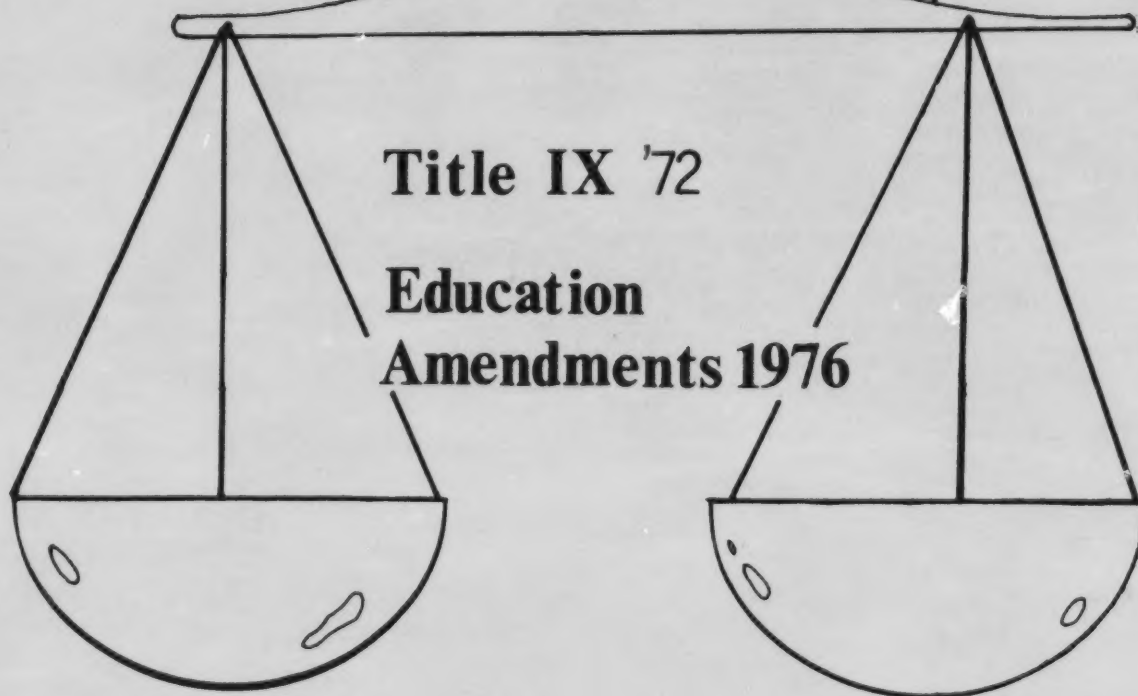
WHY ARE WOMEN WHO
ARE THOUGHTFUL CALLED
CONSIDERATE WHILE
THOUGHTFUL MEN ARE
CALLED OVER-SENSITIVE?

IN SPEAKING ABOUT A
PERSON WHO IS INDUSTRIOUS,
WHY ARE MEN CALLED
HARD WORKERS
WHEN WOMEN ARE CALLED
DRUDGES?

* BECAUSE OF SEXISM IN LANGUAGE



LAWS



Title IX '72

**Education
Amendments 1976**

SECTION II. LAWS - THE LEGISLATIVE CHARGE

Objectives:

1. To understand the laws that deal with discrimination and that guarantee the right to equal opportunity.
2. To recognize when one is being discriminated against on the basis of sex.
3. To identify issues with specific laws.
4. To learn how to file a complaint.

Background for Teacher:

The legislative charge offers a challenge and opportunity for vocational education. As the Title IX and Title II requirements are met, more young people of both sexes will be better prepared for work and for home skills. Vocational teachers are among those who are responsible for eliminating sex discrimination, stereotyping and bias in vocational education.

Materials in this unit include tests, information, and activities for a better understanding of the laws dealing with sex equity. Some time should be given to understanding the laws as they are written. In addition, the skits will enlarge the interest as well as the understanding of the students.

Suggestions for Introduction to Students:

Taking courses which are not traditional for your sex and seeking jobs which are not traditional for your sex are your choices. They are also your legal rights. Regardless of your sex, your race, or handicaps, you have the right to equal opportunity in education and employment.

Recognizing discrimination is an important skill. It is also important to know the specific federal laws which protect your right to nondiscrimination. Under these laws it is illegal for any person to be kept out of schools, classes, or jobs, or to be treated or paid differently because of race, national origin, sex or handicap once admitted to schools, classes, or jobs.

Discrimination is sometimes present without anyone intending it, but even if it is unintended it may limit your opportunities or the opportunities of people around you. Discrimination is seldom a deliberate effort to deprive you or your friends of their rights. It is often the result of someone's lack of awareness of the law and changes which are required by law. Knowing how to protect your rights is one way you can help expand equal opportunity for all students and employees.¹

¹Martha Matthews and Shirley McCune, *Try It, You'll Like It!*, Resource Center on Sex Roles in Education, Washington, D.C., 1978, pp. 48-53.

Activity 1: Pre-Test/Post-Test

1. What is the Civil Rights Act?
2. What is the Equal Pay Act?
3. What is the Sex Equity Act?
4. What is the purpose of the Title IX coordinator?
5. What are the Vocational Education Amendments?

(Not to be scored; answers on page 136)

Test: WHAT DO YOU KNOW ABOUT TITLE IX?

True or False

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Educational institutions are required to have records available demonstrating that they are complying with the requirements of the law. |
| _____ | _____ | 2. All public educational institutions must have grievance procedures for resolving student and employee complaints alleging discrimination on the basis of sex. |
| _____ | _____ | 3. Each individual institution was to have completed a self-evaluation and have appointed an employee to coordinate efforts for complying with Title IX. |
| _____ | _____ | 4. If an institution is found to have practiced sex discrimination in recruitment or hiring, it must recruit members of the sex against which it has discriminated to overcome effects of past discrimination. |
| _____ | _____ | 5. Admissions may not be based upon quotas for either sex, preference for one sex, ranking applicants separately by sex, marital or family status. |
| _____ | _____ | 6. A student or employee may not be discriminated against on the basis of pregnancy, parenthood, or being the head of household or principal wage earner in a family. |
| _____ | _____ | 7. The federal legislation does not give specifications for sex-fair textbooks and curriculum materials. |
| _____ | _____ | 8. A public high school offering a course in operating heavy industrial equipment cannot give preference to males on the grounds that jobs for females are scarce. |
| _____ | _____ | 9. Any educational institution may not use tests or other appraisal and counseling materials which use different materials for each sex. |
| _____ | _____ | 10. Any individual or group may file a complaint with the federal government charging an institution with discrimination. |

*Source: **Sourcebook for Equal Goals in Occupation**, Hawaii State Department of Education, 1978, p. 5.

**SUMMARY OF THE REGULATION
FOR TITLE IX
EDUCATION AMENDMENTS OF 1972**

Title IX of the Education Amendments of 1972 says:

"No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise and talent.

Basically, the regulation for Title IX falls into five categories; general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for the Improvement of Education.

GENERAL PROVISIONS—§86.3-86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures—they may file a complaint directly with the U.S. Department of Health, Education and Welfare.)

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS—§86.21-86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other criterion for admissions which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS—§86.31-86.42

General Coverage - §86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations, and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities - §86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — §86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose of major activity of which involves bodily contact."

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admissions criteria.

Counseling - §86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid - §86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis on nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits - §86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status - §86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics - §86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Textbooks - §86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — §86.51 - 86.61

PLEASE NOTE: Several federal district courts have declared the section of this regulation that deals with discrimination against pregnant employees to be invalid; others have declared the entire employment section invalid. Courts have reached those decisions on the grounds that Congress did not intend Title IX to cover employment. HEW is appealing those rulings. The issue may have been decided ultimately by the Supreme Court.

For now, HEW is enforcing the employment regulation in all parts of the country where no court decision has barred it from doing so.

Sex discrimination in employment in schools and colleges (including pregnancy discrimination) is also outlawed by Title VII of the 1964 Civil Rights Act. The Equal Employment Opportunity Commission enforces that law.

General Provisions - §86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits - §86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees or equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy - §86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws - §86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — §86.71

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews—broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D. C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

Source: PEER: Project on Equal Education Rights, Washington D.C.

Test: TITLE IX OR TITLE II?

Listed below are 10 items which are specific provisions of either Title IX of the Education Amendments of 1972 or Title II of the Education Amendments of 1976 (Vocational Education). Read each statement and determine which piece of legislation would apply.

- _____ 1. Using different criteria based on sex for admitting males and females into auto mechanics class.
- _____ 2. Having single sex clubs such as an all male Future Farmers of America.
- _____ 3. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination.
- _____ 4. A program priority of consumer and homemaking education for both males and females.
- _____ 5. Developing programs and securing funds for vocational training programs for homemakers who have experienced divorce or separation from their spouses.
- _____ 6. Guidance counselors channeling males into industrial arts and females into home economics.
- _____ 7. Each state agency designating a person who has responsibility for reducing sex bias and discrimination in vocational education.
- _____ 8. Developing and securing resources for an inservice training program on how to reduce sex bias and discrimination for vocational education instructors.
- _____ 9. Not allowing a certificated male to teach child development or a qualified female to teach carpentry because of their sex.
- _____ 10. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

(Answers are found on page 136.)

*Source: **Sourcebook for Equal Goals in Occupation**, Hawaii State Department of Education, 1978, p. 10.

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION*

The purpose of this information sheet is to provide a summary of the provisions of the Education Amendments of 1976 related to sex equity in vocational education.

It is organized in the following sections:

- background information on the Education Amendments of 1976
- A summary of the provisions of the Education Amendments of 1976 which relate to overcoming sex bias and sex stereotyping and achieving sex equity in vocational education programs.
- a comparison of the sex equity provisions of the Education Amendments of 1976 with the nondiscrimination provisions of the regulation to implement Title IX of the Education Amendments of 1972.

BACKGROUND INFORMATION: THE EDUCATION AMENDMENTS OF 1976

The Education Amendments of 1976 (Public Law 94-482) were signed into law on October 12, 1976, and became effective as of October 1977. Among the statutes modified by these Amendments is the Vocational Education Act of 1963, which authorizes Federal assistance to States for support of vocational education programs. Proposed regulations regarding the implementation of the Education Amendments were published in April of 1977; and after a period of comment and review, the final regulations were issued, becoming effective October 3, 1977. The material for this summary was derived from the legislation and from the regulations.

The 1963 Vocational Education Act established a system of "matching" grants to the States for the support of vocational education programs. Federal funds were allocated to States on the basis of certain characteristics of their populations, with the requirement that these funds be matched by the States and expended to support certain categories of programs. The 1976 Amendments make two major changes in the 1963 legislation.

First, they consolidate all the categorical grants established by the 1963 legislation (with the exceptions of those for consumer and homemaking programs and for special programs for the disadvantaged) into a single block grant to States. Eighty percent of this block grant is considered a "basic grant;" the remaining twenty percent is for "program improvement and supportive services." Within each of these two subcategories a number of specific alternatives for which States may expend these funds are delineated.

Second, the Amendments require the modification of the planning process which States must implement related to their use of Federal funds. One major modification requires the involvement of a wider variety of groups in the planning process.

One of the major priorities of that portion of the Amendments which pertains to vocational education is the overcoming of sex discrimination and sex stereotyping in vocational education. Provisions related to the overcoming of discrimination and bias are incorporated within each of the three major sections dealing with vocational education programs; they are included in the:

- requirements for the administration of State and local vocational education programs
- provisions governing State use of Federal vocational education funds
- requirements for national vocational education programs

With the exception of the provisions related to the composition of the local advisory council, the provisions of the 1976 Education Amendments apply directly only to Federal and State programs. However, they do establish priorities and programs which affect the design and implementation of local vocational education programs.

THE EDUCATION AMENDMENTS OF 1976: A SUMMARY OF THE PROVISIONS RELATED TO SEX EQUITY IN VOCATIONAL EDUCATION

Provisions of the 1976 Amendments which related to sex equity in vocational education are organized within three major categories:

- requirements for administration of State and local vocational education programs
- provisions governing State use of vocational education funds
- requirements for national vocational education programs

Relevant provisions in each of these categories will be summarized in this section.

Requirements for Administration of State and Local Vocational Education Programs

There are five major administrative requirements for State and one for local vocational education programs which are related to the overcoming of sex discrimination and sex stereotyping in vocational education. They include:

1. Designating full time personnel to eliminate sex bias and discrimination in vocational education programs

All states which receive Federal vocational education monies must designate personnel to work full time with the State board of vocational education in:

- "furnishing equal educational opportunities in vocational education programs to persons of both sexes, and
- eliminating sex discrimination and sex stereotyping from all vocational education programs." (§104.72)

The functions of the person or persons designated include:

- taking action to create awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education
- gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs of the State
- developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities, including awareness of the Title IX complaint process
- reviewing the distribution of vocational education grants made by the State to ensure that the needs of women are addressed in all projects funded
- reviewing all vocational education programs in the State for sex bias

- monitoring the implementation of laws prohibiting sex discrimination in employment within State vocational education programs
- assisting local education agencies and other interested groups in the State in improving vocational education opportunities for women
- making available to the general public and to specified State and Federal agencies the information related to the existence of and procedures and plans for overcoming sex bias in vocational education
- reviewing the self-evaluations required by Title IX
- reviewing the State's five-year and annual program plans and submitting recommendations related to the overcoming of sex bias and discrimination in vocational education (§104.75)

All States are required to expend at least \$50,000 from their basic grant funds to support the personnel working to carry out these functions. (§104.74)

2. Representing women's concerns on the State and local advisory councils for vocational education

All States are required to include on their advisory councils for vocational education representative who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of minority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups." (§104.92)

It is the function of the State advisory council on vocational education to:

- advise the State board with responsibility for the administration of vocational education programs regarding policy matters in the approved five-year State plan
- assist the State board in the development of plans for State board evaluations
- evaluate vocational education programs, services, and activities according to annual program plans, to publish these evaluations, and to submit evaluation reports through the State board to the Federal government
- identify the vocational education, employment, and training needs of the State and to assess the extent to which vocational education and related programs represent a consistent and coordinated approach to meeting these needs
- provide technical assistance for the establishment and operation of local vocational education advisory councils (§104.93)

In addition, local agencies and institutions shall have an advisory council which has an "appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves." (§104.111)

2. The functions of the local advisory council include the following:

- to advise the agency or institution on current job needs and the relevance of programs being offered in meeting those job needs

•to consult with the agency or institution in developing its application to the State board (§104.112)

3. Including policies to eradicate sex discrimination in State five-year plans for vocational education

Each State must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs and of incentives adopted by the State for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

The state plan must also set forth a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills, and persons who wish to seek employment in areas which are nontraditional for their sex (§104.187)

4. Reviewing annual program plans for compliance with State policies regarding eradication of sex discrimination

Every State must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to the provision of equal access to vocational education programs by men and women. (§104.222)

In addition, each State must provide assurances that the person designated responsible for ensuring equal access by men and women to vocational education in the State has been provided an opportunity to review the plan before it is submitted to the Federal government for approval. (§104.402)

5. Evaluating vocational education programs for service to women

Each State board of vocational education is required, during the five-year period of the State plan, to evaluate each vocational education program or project supported by Federal, State, and local funds. Among the items to be evaluated are those services provided to women as one of several special populations. (§104.402)

Provisions Governing the State Use of Vocational Education Funds

The provisions of the Education Amendments covering State use of Federal funds for local vocational education programs distinguish between these areas in which States are required to expend funds and those areas where States may elect to expend funds.

From their basic grants for vocational education programs, States **must** expend funds for the following category of services:

•Vocational education programs for displaced homemakers

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for:

- persons who have been homemakers but who are seeking employment as a result of separation or divorce
- single heads of households who lack adequate job skills

- persons (female and male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex. (§104.621)

These programs must include three components:

- organized educational programs to prepare persons in these special groups for employment
- special courses preparing these persons in ways to seek employment
- placement services for graduates of these special programs (§104.622)

States may use basic grant funds for the following services:

•Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men. (§104.601) Among the services which might be provided (when included in an approved five-year or annual program plan) are:

- Counseling**--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements
- Job development**--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit workplaces to observe work and work settings in jobs in nontraditional fields; bringing women into the schools to provide women students with information regarding the nature of work in these fields
- Job follow-up support**--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas (§104.602)
- Increasing the number of women instructors in nontraditional fields**--increasing the number of women instructors working in programs which have traditionally enrolled predominantly males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs (§104.603)

•Day care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational and education programs (§104.61 and §104.612)

With the program improvement and supportive services funds of their block grant, States may support the following services:

•Programs to overcome sex stereotyping

States may use Federal funds allocated for program improvement activities to support programs which are directed toward overcoming sex stereotyping in vocational education. Programs related to sex stereotyping may be funded in any of the three basic categories of program improvement services:

-Research--funds may be used for developing new curriculum materials or reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin (§104.705)

-Exemplary and innovative programs--States must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education (§104.706)

-Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational education programs; and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to members of the opposite sex (§104.708)

•Vocational guidance and counseling

Funds made available to States for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among those programs which may be funded are:

- training programs which are designed to provide counseling and guidance personnel with information regarding

 - the changing work patterns of women

 - ways of overcoming occupational sex stereotyping

 - ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations, including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women) (§104.763)

•Vocational education personnel training

Funds made available to the States for program improvement and supportive services may be used for inservice training to assist vocational education teachers and other staff to overcome sex bias in vocational education programs. (§104.774)

•Grants to overcome sex bias

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as: (§104.791), (§104.792)

- research on ways to overcome sex bias and sex stereotyping in vocational education

- development of curriculum materials free of sex stereotyping

- development of criteria for the review of curriculum materials for sex stereotyping

- examination of existing curriculum materials for sex stereotyping

- training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

States **must** use funds allotted to them in separate authorization for the following:

•Consumer and homemaking education

States must use funds allocated for programs of consumer and homemaking education to support programs which:

- encourage both female and males to prepare for combining the roles of homemakers and wage earners
- encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with
 - increased numbers of women working outside the home
 - increased numbers of men assuming homemaking responsibilities
 - changing career patterns of men and women
 - Federal and State laws relating to equal education and employment opportunities
- prepare females and males who have entered or are preparing to enter into the work of the home (§104.904)

Requirements for National Vocational Education Programs

The last set of provisions of the Amendments relating to overcome sex bias in vocational education pertain to national vocational education programs.

These provisions specify that:

- a national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978 (P.L. 94-482, sec. 523(a))
- a system for reporting information, including race and sex, of vocational education students must be in operation by October 1978. All States will be responsible for submitting relevant data for this system on a yearly basis (§114.116)
- the National Advisory Council on Vocational Education must include in its membership minority and non-minority females and males with knowledge of women's issues and concerns (Vocational Educational Technical Amendments, sec. 162 (a))
- five percent of the funds appropriated for Federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which can be programs to overcome sex bias in vocational education (§105.104)

*Source: **Steps Toward Sex Equity in Vocational Education: An Inservice Training Design**, Resource Center on Sex Roles in Education, 1978, Worksheet 7.

COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed at ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors abilities, interests, values, and roles to a person or group of persons on the basis of their sex.

The Title IX regulation applies directly to local education agencies and institutions; the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

Title IX specifies a variety of forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

NOTIFICATION OF TITLE IX GRIEVANCE PROCEDURE

It is the policy of *(name of school/institution)* not to discriminate on the basis of sex in its educational programs, activities, or employment as required by Title IX of the 1972 Education Amendments. As a student or employee of *(name of school/institution)*, you are protected from sex discrimination in the following areas.

If you are a student, you may not be discriminated against on the basis of sex in:

- Admission to most schools
- Access to enrollment in courses
- Access to and use of school facilities
- Counseling and guidance materials, tests, and practices
- Vocational education
- Physical education
- Competitive athletics
- Graduation requirements
- Student rules, regulations, and benefits
- Treatment as a married and/or pregnant student
- Housing
- Financial assistance
- Health services
- School-sponsored extracurricular activities
- Most other aid, benefits, or services

If you are an employee, you may not be discriminated against on the basis of sex in:

- Access to employment, including:
 - recruitment policies and practices
 - advertising
 - application procedures
 - testing and interviewing practices
- Hiring and promotion, including:
 - selection practices
 - application of nepotism policies
 - demotion, lay off, termination
 - tenure
- Compensation, including:
 - wages and salaries
 - extra compensations

•Job assignments, including:

- classification and position descriptions
- lines of progression
- seniority lists
- assignment and placement

•Leaves of absence, including:

- leaves for temporary disability
- childbearing leave and related medical conditions
- childrearing leave

•Fringe benefits, including:

- insurance plans
- retirement plans
- vacation time
- travel opportunities
- selection and support for training
- employer-sponsored programs

•Labor organizations contracts or professional agreements

If you believe that you have been discriminated against on the basis of sex, you may make a claim that your rights have been denied. This claim or grievance may be filed with (name of Title IX coordinator or designated employees).

You will be asked to write down the actions, policies, or practices which you believe are discriminatory. You may obtain help from the Title IX coordinator (*name, office address, and phone number*), or anyone you believe is knowledgeable. Once you have filed your grievance, you will be asked to meet with those persons who would be involved in correcting the policies, practices, or programs that you believe are discriminatory. If there is agreement that you were discriminated against, corrective action will be taken to restore your rights. If there is not agreement, you may appeal the grievance to a person with higher authority.

You may also file a complaint of illegal discrimination with the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C., at the same time you file the grievance, during or after use of the grievance process, or without using the grievance process at all. If you file your Title IX complaint with the Office for Civil Rights, you must file it in writing no later than 180 days after the occurrence of the possible discrimination.

In preparing your grievance you should give thought to the following:

- The exact nature of the grievance—how you believe you may have been discriminated against, and any persons you believe may be responsible
- The date, time and place of the grievance
- The names of witnesses or persons who have knowledge about the grievance
- Any available written documentation or evidence that is relevant to the grievance
- The actions that could be taken to correct the grievance

If you wish to discuss your rights under Title IX, to obtain a copy of the full Title IX grievance procedure, or to obtain help in filing a grievance, contact the Title IX coordinator or your designated Title IX grievance representative (*list names, office addresses, and phone numbers of all representatives*).

Reprinted from: **Title IX Grievance Procedures: An Introductory Manual** by Martha Matthews and Shirley McCune

GRIEVANCE PROCEDURES: A REVIEW OF THE BASICS

In discussing or considering grievance procedures for Title IX complaints, it may be helpful to review some basic points with regard to grievance procedures in general. This section will focus on some of these basic points in a question-answer format. The emphasis of each answer will be upon grievances and grievance procedures in general, but each one will include a brief introduction to the issue under discussion as it relates to Title IX grievance procedures. (Issues relating to the development or evaluation of specific Title IX procedures will be discussed in more detail in the sections to follow.)

What is a grievance?

At the most general level, a grievance is simply an assertion or claim that a particular set of rules has been violated. These rules may be established by a local, state, or Federal law or regulation, or by a contractual agreement.

A Title IX grievance is one which asserts that some policy or practice of an education agency or institution is not in compliance with the Title IX regulation requirements for nondiscrimination on the basis of sex. It may take a variety of forms:

- It may involve a simple violation of the regulation, in which a policy or practice is, through lack of awareness, error, or omission, in clear noncompliance with the regulation.
- It may involve a disagreement over the meaning or interpretation of the Title IX regulation, and assert that a policy or practice which an agency or institution assumes to be nondiscriminatory is, in fact, not in compliance with regulatory requirements.
- It may involve a dispute over facts, in which the disagreement concerns not the discriminatory nature of a particular practice or act, but whether such a discriminatory practice or act took place.

Title IX grievances may involve almost any issue relating to sex discrimination in the treatment of students or employees in education programs or activities. They may relate to the actions of a particular individual, to the practices or policies of a particular school or unit within an education agency or institution, or to the practices or policies of the agency or institution as a whole. Title IX grievances may assert sex discrimination against a single individual, or against a group or class of individuals. The grievance procedure developed under Title IX must be one which can effectively accommodate such a range of possible grievances.

What is a grievance procedure?

A grievance procedure is merely a method by which an individual or group may express a complaint or grievance to the agency or institution alleged to be violating a particular rule, and receive a fair hearing and a resolution of the grievance without fear of reprisal. Its functions are twofold: it must determine whether a violation of rules has occurred, and if so, it must determine appropriate means for correcting and redressing the violation. In order to constitute a true grievance procedure, the method must be sufficiently formalized so that an interested person could refer to a written statement of the steps to take to express or file a complaint.

A Title IX grievance procedure is a mechanism whereby grievances relating to potential violations of Title IX regulatory requirements for nondiscrimination in the treatment of students or employees may be expressed without fear of reprisal. It should provide a means whereby (1) the compliance of a particular act, practice, or policy with Title IX regulation provisions is determined, and (2) the steps which will be taken to correct the policy or practice in noncompliance and to remedy any effects of discrimination upon affected individuals are specified. The Title IX regulation requires that the procedure be publicized, so that all concerned persons may know of its existence and how to use it.

What models for grievance procedures currently exist in education agencies and institutions?

Many education agencies and institutions have a history of experience with some method for dealing with the complaints of employees; a number have more recently developed methods for dealing with the complaints of students. The majority of the methods used fall into one of four types:

The "open door" policy:

The most informal method is the "open door," whereby employees or students are encouraged to discuss their concerns or dissatisfactions with a responsible administrative officer, who may range from the administrator most immediately involved (e. g., the principal of a school, the chairperson of a department within a postsecondary institution, or the supervisor of an office or employee unit) to the chief administrative officer of the agency or institution (e. g., the superintendent of schools, or the president of a college or university). This procedure is most frequently and effectively used in small agencies or institutions with relatively uncomplicated administrative structures and histories of openness and good faith on the parts of all parties involved. The disadvantage of this method is that a complainant may often find himself or herself complaining to the very person responsible for the complaint, and with little or no access to a hearing before a neutral party.

The ombudsman [sic]:

Another relatively informal method which has been used for the reconciliation of complaints is the assignment of a student or employee ombudsman to assist in fact-finding and mediation. The ombudsman is usually employed by an agency or institution but he or she maintains a neutral and flexible role, serving as investigator or mediator as a situation warrants, rather than as a consistent advocate for either the employing agency/institution or the complainant. This model is likely to be the most successful when a complaint involves fact-finding regarding a violation of explicit policy or when the issue is one which encourages concession on both sides. Its effectiveness may be limited by the fact that although the ombudsman may recommend appropriate resolutions for complaints, he or she is often without any authority to implement or enforce these recommendations. Further, the maintenance of neutrality while on the payroll of the agency or institution complained against may be a difficult task for the ombudsman.

The faculty grievance committee:

The faculty grievance committee has frequently been employed in institutions of post-secondary education to resolve complaints or disputes regarding faculty employment or treatment. Members of the faculty grievance committee are usually elected by their fellow faculty members; under this procedure, it is assumed that faculty themselves are best qualified to evaluate the grievances of their peers. The faculty grievance committee model of grievance handling usually involves the following steps:¹

- the use of informal procedures by the grievant for the resolution of the dispute through normal administrative channels, with the absence of a prompt response as a signal to proceed to the next step;

¹Margaret L. Rumbarger, "Internal Remedies for Sex Discrimination in Colleges and Universities." In: *Academic Women on the Move*. Alice S. Rossi and Ann Calerwood, Eds. New York, Russell Sage Foundation, 1973, 425-438.

- the discussion of the grievance with an advisor from the faculty grievance committee, who may attempt to mediate or to resolve the grievance through informal means, or may advise the grievant regarding the rest of the grievance procedure;
- the referral of the grievance to a preliminary hearing committee appointed from within the faculty grievance committee, who may: recommend that the grievance does not merit further action; resolve the grievance by negotiation; or determine that the grievance is justified and recommend specific remedial measures, which may include a formal hearing;
- the presentation of the complaint in a formal hearing, before a hearing panel selected from within the faculty grievance committee. The panel does not negotiate; it conducts a formal hearing (in which all parties have the right to representation by counsel, the right to obtain and present witnesses and evidence and the right to question opposing witnesses) and concludes with findings and recommendations. These recommendations are rejected by the institution's administration or board of trustees only for compelling reasons stated in detail.

If, after either the second or third step, the complainant considers the resolution unsatisfactory, he or she may appeal to the president of the institution.

The value of this model is greatest in those institutions where faculty share substantial responsibility for personnel policies and decisions regarding faculty employment. This model does not provide a mechanism for the resolution of complaints from nonacademic employees. Its usefulness in the resolution of sex discrimination complaints has been questioned by some, who cite the frequent numerical dominance of males on the grievance committee as an impediment to the fair processing of such complaints.

The negotiated grievance procedure (collective bargaining model):

The most formal and prescribed procedure is usually found in those education agencies and institutions which are covered by formal agreements with labor organizations. In this instance, the employer and the labor organization have negotiated a contract which prescribes policies and methods for the handling of complaints related to areas covered by the contract or agreement. The grievance procedure provides an orderly mechanism for ensuring adherence of the terms of the contract. The procedure usually consists of a step-by-step process for settlement of the grievance, beginning with informal discussions between employee and supervisor and moving to the consideration of the grievance in formal hearings at progressively higher levels of institutional or agency administration. If agreement cannot be obtained between the parties after deliberations between the grievant and the employer, the grievance process generally provides for the involvement of an outside party (an arbitrator) for the settlement of differences. In many agencies and institutions, the recommendations of the outside arbitrator are binding upon both the grievant and the employer.

This form of grievance handling is usually used in larger decentralized institutions or agencies when faculty and employees are organized in and represented by a labor organization.

Each of these models may be adapted for the processing of grievances relating to Title IX. In adapting or implementing any model, however, it should be remembered that a Title IX grievance procedure differs from procedures which have been used in the past in that the standards which must be applied in resolving grievances are those outlined in the Title IX regulation. In most existing procedures, the standards to be applied are those mandated by agency or institutional policy, established by grievance precedent, or delineated in the terms of a negotiated agreement. Under such procedures, negotiation and compromise may be sought by both parties to a grievance. In Title IX grievance procedures, the purpose must be the

identification of noncompliance in agency or institutional policy or practice and the determination of corrective and remedial actions in accordance with regulatory standards. Although it is conceivable that the development of remedial actions could occur through the process of negotiation similar to that which characterizes many existing grievance models or procedures, it must be remembered that the individual's rights to nondiscrimination as specified in the Title IX regulation are *legal rights*; they are *not* negotiable or subject to compromise.

What are the basic components of a grievance procedure?

The actual grievance procedures which may be developed within any grievance model vary considerably in their specificity, and the components and provisions of various procedures reflect the differing constituencies, sizes, administrative structures, legal mandates, contractual arrangements, and grievance experience of the agencies or institutions in which they exist. Certain basic components, however, characterize most formalized grievance procedures, regardless of the model on which they are based. A number of these components are listed below. Some grievance procedures contain all of them, some contain more, and some less. The organization of provisions differs from procedure to procedure, but most procedures treat the following concerns in some matter.

- I. Provisions related to the initiation of grievances
 - A. The definition of who may grieve
 - B. The definition of what shall constitute a grievance
 - C. The stipulation of time limits for the initiation of grievances
 - D. The stipulation of the manner or form in which grievances shall be initiated
 - E. The specification of any assistance available to grievants for the initiation/presentation of a grievance
- II. Provisions related to the processing of grievances
 - A. The number and levels of steps for grievance processing
 - B. The form of grievance presentation or processing at each step
 - C. Requirements for notification of involved parties at various phases of the grievance process.
 - D. Timelines governing the various actions or steps within the grievance process
 - E. Procedures which shall govern the conduct of grievance meetings or hearings at any step of the grievance process, e.g.,
 - the minimum time allocated for the grievance hearing;
 - the time allocated to each party
 - the right of each party to representation
 - the right to present witnesses and evidence
 - the right to question opposing witnesses
 - the moderation of hearings
 - the right to confidential or public grievance meetings or hearings
 - F. Requirements for the filing or submission of written information by the grievant or the respondent
 - G. The specification of the forms which grievance decisions shall take at each step
 - H. The roles and/or the selection of persons involved in grievance processing

III. Provisions related to the basic procedural rights of the parties to the grievance

- A. The grievant's right of appeal**
- B. The right of all parties to impartial grievance decisionmakers**
- C. The access of grievants to relevant agency/institutional records**
- D. Protection of grievants from harrassment and retaliation**
- E. Confidentiality of grievance proceedings**

Any or all of these components could be included in a Title IX grievance procedure. The provisions included, the content of each, and the specificity of the grievance procedure would vary with the particular characteristics, needs, and experience of the education agency or institution implementing the procedure.

Anyone's Guide to Filing a Title IX Complaint

Different treatment based on a person's sex by schools, colleges and other institutions receiving federal education aid is illegal in the United States under Title IX of the Education Amendments of 1972.

The U.S. Department of Health, Education and Welfare (HEW) is charged with making sure that schools and colleges stop discriminating because of a person's sex. But HEW's civil rights office depends on citizens around the country to let it know when these institutions may be breaking the law.

If you believe your school is treating students or employees unfairly on account of their sex, you might want to go directly to school authorities and ask them to change. If that approach doesn't work, or you would rather go to the government first (which is your right), here's how to ask HEW for help.

Who Can File a Title IX Complaint?

Anybody—an individual citizen or group—can ask HEW to check into possible violations of Title IX. Both students and employees are directly protected by the law, and can file charges, known as "complaints."

However, you don't have to be a victim of discrimination yourself to file a complaint. Parents, community organizations and ordinary interested citizens may ask HEW to investigate possible violations.

One more point. If you are concerned that you might be harassed if you alone file a complaint (employers sometimes give workers trouble to persuade them to withdraw their complaints), try to get an organization in your area to file for you. Local chapters of such groups as the National Organization for Women (NOW), the American Civil Liberties Union (ACLU), the American Association of University Women (AAUW), and the Women's Equity Action League (WEAL) might be willing to press your case. In any event, harassment itself is a violation of Title IX. If you are harassed be sure to tell HEW to add that charge to your complaint.

Is There a Deadline?

Generally, you must file a Title IX complaint within 180 days after the discrimination occurs. But, if the discrimination is ongoing—certain classes are closed to boys or girls, or the girls' athletics program is inferior to the boys'—you can file a complaint at any time.

Is There a Required Form?

No. A letter to HEW's Office for Civil Rights explaining why you believe your school or college is violating the law is all it takes. You have to include certain basic information which HEW needs to proceed with its investigation. Sometimes HEW will send back a form for you to complete to provide that information, but usually a letter is enough.

A recent court order set standards for HEW's investigation of complaints, including what information HEW must have to consider a complaint "complete." Although HEW must give you a reasonable chance to fill in any missing details from an "incomplete" complaint, you will save yourself time and effort if you include all the necessary information in your first letter.

Here's what *must* be in your letter:

- The name and address of the school district, college or other institution you believe is discriminating by sex;

- A general description of the person or persons suffering from that discrimination (you don't have to give HEW names or addresses, although, if there are only one or two victims of specific acts of discrimination, it would be helpful if you did);
- The approximate date the discrimination happened, or if it's still going on;
- Your name, address, and if possible, a telephone number where you can be reached during the day;
- Enough information about the discrimination for HEW to understand what happened.

In addition to those basic requirements, it's a good idea to give HEW the names, addresses and telephone numbers of others who may have additional information about the charges. Explain why HEW should talk with them. Also, if you know about written sources of information—student or employee manuals, or school board budget documents that might help HEW in its investigation, you should call them to HEW's attention.

If your complaint involves an emergency—you or someone else is about to be fired or suspended from school, for instance—label it so, and ask HEW to act fast. HEW doesn't have to move faster in emergencies, but knowledge that prompt action could keep someone from serious academic or financial injury might prod the government into a quicker response.

HEW is required to keep you informed about the progress and results of its investigation. If the government turns up information that goes against your charges, you must be given a chance to counter it with evidence of your own. You also must be given a copy of the formal "letter of findings" from the investigation. *If you request them*, HEW must give you copies of its correspondence with the school or college you complained about concerning what must be done to correct any violations HEW found.

A sample letter including all these points is on page 68.

Where Do I Send the Complaint?

Address your letter to the director of the HEW regional Office for Civil Rights with jurisdiction over your state (included in this section).

You might also want to send copies to your representatives and senators in Congress, the members of the school board or board of trustees, local newspapers and local organizations which might be interested—unless you want your identity as the person who filed the complaint to be kept confidential.

Send PEER a copy of your complaint. Unfortunately, we can't offer much assistance to individuals; there just aren't enough of us to go around. But we can push HEW for stronger enforcement in general if we know better what's happening around the country.

What About Privacy?

HEW is supposed to keep confidential the identity of the person or group who files a complaint, unless this information must be disclosed during the course of an investigation.

But if you want your name withheld, it's a good idea to stress that in your letter to HEW. And ask HEW to tell you in advance if there are plans to reveal your name.

On the other hand, publicity can often work to your advantage. Individuals and groups can sometimes pressure institutions into quickly changing unfair practices simply by generating interest in the charges. Sometimes those changes occur before HEW has a chance to investigate.

What If There's More Than One Instance of Discrimination?

If you believe there's a pattern of discrimination against girls and women throughout the school, school district or college, say so in the complaint. Describe each kind of discrimination, and ask HEW to look into them all.

Even if you just want to end one particular discrimination problem—someone has been barred from a course because of her sex, for instance—try to show it's not an isolated incident. Your case will be stronger if you can show a general pattern of unfair treatment of women and girls (or men and boys).

What Will HEW do with the Complaint?

Until October 1979 HEW is required by a court order to work to eliminate a large backlog of uninvestigated civil rights complaints. Since resolving the complaints already on hand is HEW's first priority until then, your complaint may or may not get immediate attention.

Once HEW does get to your complaint, the court order sets out strict timetables for resolving it. The timeframes cover the entire country and complaints against both school districts and colleges. Here's how the process will work:

After receiving your complaint letter, HEW must promptly write you back acknowledging it. If HEW needs more information to begin an investigation, the letter to you must spell out what is required.

Once your complaint is "complete," HEW will tell you if it will be investigated immediately, or some time in the future. DON'T GIVE UP! HEW will get around to your case, and when it does you will be asked if you are still interested. HEW probably won't go ahead unless you say so, but remember: The government does the investigation; you need only get involved as much as you wish. Also, there are others coming along behind you who are also being discriminated against. You can help them merely by telling HEW to proceed; it takes no more than a 15-cent stamp.

If you happen to move, while telling your friends the news, send a letter to HEW, too. Explain that you're still interested in seeing your complaint resolved, and include your new address.

When HEW begins an investigation, it has 90 days to determine if the school or college complained about is in fact violating the law. If you wish, you have the right to be interviewed, and to have HEW talk with anyone else who might know about the discrimination. You also must be given a chance (if you desire) to challenge any conclusions reached by HEW that conflict with your charges.

HEW must give you a copy of its formal "letter of findings" to the institution. After that HEW has 90 days in which to negotiate an agreement with the institution to correct any violations. You must be kept advised about the status of the negotiations and the corrective action being sought. *If you request it*, HEW must give you copies of correspondence with the institution concerning the negotiations.

If HEW agrees to accept less than you would like to correct a violation, HEW must let you make your case for stronger corrective action.

At the end of the negotiation period, if HEW has not been able to settle the case, it has 30 days in which to begin formal enforcement proceedings that could lead to that institution losing its federal money.

HEW may stretch these timeframes if a necessary witness is unavailable due to summer vacation. But under no circumstances may HEW delay more than 30 days after the end of summer recess.

Is it worth it to File a Complaint?

You alone can decide, but there are some very good reasons for doing so.

- If you have been pressuring a school district or college to end sex-biased practices and have met strong opposition to change, then sometimes the act of filing a complaint with the government will break that resistance.
- HEW does carry a lot of weight when it does an investigation. It can cut off federal dollars to a school district or college that refuses to change.
- HEW's estimation of the public demand for an end to sex discrimination in education is based in large part on the number of Title IX complaints filed. The more complaints HEW receives, the more likely it is that HEW will devote greater energy and resources to enforcing Title IX.

Remember: filing a complaint need not require that you spend a lot of time. HEW must let you get involved if you choose, but if you would prefer to keep a low profile and let HEW do it all, that's okay, too.

Where to Send Your Complaint

REGION IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

William Thomas, Director
Office for Civil Rights, DHEW
101 Marietta St., N.W.
Atlanta, GA 30323
(404) 221-2954

Source: PEER: Project on Equal Education Rights, Washington D.C., 1978.

Sample Letter for Filing a Title IX Complaint

_____, Director
Office for Civil Rights, Region _____
U.S. Department of Health, Education and Welfare
Address for your region

Dear _____

I am/We are filing a complaint of sex discrimination under Title IX of the Education Amendments of 1972 against *name and address of school district, college or other institution receiving federal education aid.*

The next paragraph should explain what person or group of people you believe is being discriminated against. You need only identify them generally—"the girls in sixth grade gym classes," for example—unless it's just one or two people who have been victims of specific acts of discrimination. In that case it would be helpful to give HEW their names and addresses, though it is not required.

Follow this with as complete a description of the sex discrimination as you can. Make sure to tell what happened, when it happened and if the discrimination is still going on. Attach any evidence you may have which supports the complaint, such as letters, student handbooks, and so on. Name any people you think were responsible for the discrimination and their position in the school.

The following people have agreed to provide further information to your staff. Here, list the people willing to talk to HEW. Explain how they can provide valuable information relating to your complaint, and tell HEW where they can be reached. If their names must be kept confidential, note this as well.

I/We ask that you investigate this complaint immediately and notify me/us when the investigation will begin. Please keep me/us advised of the status of the investigation. And please send me/us a copy of your findings as soon as they are sent to *name of school district of college*. In addition, please send me/us copies of all correspondence with *name of institution*.

Sincerely,

Name

Address

Daytime phone number, unless you prefer not to receive calls about the complaint at work.

If you are sending copies of your complaint to other persons, list them below. For example:

cc. School Board
Senators
Members of Congress
Governor
State Legislators
Local Organizations
National Organizations
Newspapers
PEER

Grievance and Appeal Procedure - Mississippi

Student Grievance Procedure

A grievance is defined as a charge by a student that school regulations governing participation in a certain school activity are being misinterpreted. Should a regulation impose a restriction on participation in school activities, the student should deal with the school administrator responsible for directing the program. If, however, the student does not secure satisfaction by conferring with the person in charge of the program, the student may present the grievance to the administrative officer next in line, or to the Title IX Coordinator, and if resolution is not forthcoming in this appeal, further appeal may be made to the superintendent of schools.

Sample Faculty Grievance Procedure

Section I: DEFINITION

The board believes that it is in the best interests of the district to have grievances of employees resolved as promptly and equitably as possible. A "grievance" is a complaint by an employee that the terms or conditions of employment are being violated or misinterpreted, or that rights under applicable federal or state law or board policy are being abridged.

Section II: PROCEDURE

- A. In the event an employee has a grievance or complaint, the employee shall notify his/her immediate supervisor as soon as practicable and shall have a personal conference at the time and place set by the immediate supervisor in order to resolve the dispute.
- B. If the dispute is not resolved through the conference with the immediate supervisor, the employee shall notify the next administrator in line and they shall personally confer to resolve the dispute. The employee shall notify and personally confer with each administrative officer in line before taking a grievance to the superintendent.
- C. Upon a failure to resolve the dispute with administrators in line, the employee shall notify the superintendent of the grievance and they shall personally confer to resolve the dispute.
- D. In the event the employee is not satisfied with the decision of the superintendent, the employee shall notify the superintendent in writing. The statement shall be signed by the grievant and shall set forth in detail the manner, time and place of the acts or omissions complained of. The employee shall then be personally allowed to state his/her position to the board for its consideration.
- E. The board may order such further proceedings, at its discretion, as it may consider reasonable and necessary under the circumstances to assist it in reaching its decision.
- F. In the event that a grievant does not submit a signed statement, attend a conference or hearing, or otherwise follow the procedures under these rules, it shall be deemed an acceptance of the decision of the pertinent administration employee and the grievance shall be considered resolved.

Situations Relevant to Title IX*

(An article by Bill Keller in **The Oregonian**, Portland, July 6, 1975, motivated this activity.) All these situations apply to public schools.

1. An elementary school has separate physical education classes for boys and girls. Under Title IX is this permitted?
2. A high school counselor advises a pregnant 16-year-old to transfer to the district's special school for pregnant girls until she has had her baby. According to Title IX, is this permitted?
3. A school district spends \$10,000 each year on its interscholastic athletic program. Half its students are girls. Must the district spend half of that allotment on interscholastic sports for girls?
4. A vocational high school specializes in heavy industrial mechanics. It is open to both sexes, but gives preference to men on the grounds that it promises to find students jobs, and heavy industrial jobs for women are scarce. Is this permitted under Title IX?
5. A high school wants to let a local men's club use its athletic field free of charge for an all-boys track meet. May it?
6. Students in a public school are required to read textbooks with a blatant sex bias. Must the school change the textbooks under Title IX?
7. A school district asks female applicants for teaching jobs if they are "Miss" or "Mrs." Is the school district violating the law?

(Answers are found on page 136)

Source: **Project Awareness**, Feminists Northwest, Seattle, Washington, Revised 1977.

Activity 2: Two Plays and Discussion Guide*

The plays are based on actual cases, but the names have been changed and the dialogues are invented.

Purpose:

To aid the students in understanding how sex stereotyping can lead to discrimination.

Materials:

Discussion Guide for each play

5 copies of the script of each play

Procedure:

1. Distribute scripts of the first play to five students chosen to portray the following roles:
Judge
Attorney for the Plaintiff
Attorney for the Defense
Two Witnesses
2. Appoint the remainder of the class as the jury.
3. Set a serious tone (address the Judge as Honorable _____).
4. Select one student to be foreperson of the jury.
5. Set up classroom as a courtroom.
6. Have actors take their places.
7. Present the first play.
8. Lead a discussion of the issues and arguments.
9. Have Jury foreperson read a decision.
10. Judge reads the real Judge's decision.
11. Select five students for the second play and proceed as with the first.

Discussion Guide for Kellogg vs. First Federal Bank

1. Write "Equal Pay Act of 1963" on the chalkboard and explain that this Act, amended in 1972, prohibits discrimination on the basis of sex in payment of wages for equal work or jobs that require equal skill, effort, responsibilities and working conditions.
2. The question here is whether the men in the bank were in a training program and, therefore, doing a job different from the women's jobs; or if they were really just doing the same work. The law does recognize that an individual in a training program may be on a different wage scale from other employees, and that is allowed. However, one may not use a training program as a cover for discrimination.
3. Questions to ask:
 - a. What jobs were the women employees in this bank doing? (tellers, bookkeepers)
 - b. Are those relatively high-level jobs in a bank or low-level jobs? (relatively low-level jobs)

- c. If you were a bank president and were training people to become managers, what kinds of things would you have them do? (Gain experience at all different jobs in the bank, take courses to learn about banking, serve as assistants to bank managers.)
- d. How could you tell an employee who was in a training program from one who was not? (The trainee would move from job to job in a systematic fashion, would probably be getting formal instruction, would probably be following a written training plan.)
- e. Why do you think this bank was paying men more than women? (Tradition. They expect the men to stay with the bank so the best of them will become bank managers.)
- f. Why didn't the bank recruit women to be managers? (Didn't believe women wanted to or could be managers. Discrimination. Sex stereotyping.)

Discussion guide for Jones vs. Wonder Air Lines

1. Write "Title VII of the civil Rights Act of 1964" on the chalkboard. Explain that this law prohibits discrimination in any aspect of employment on the basis of sex, race, color, religion or national origin. When this law was passed in 1964, it covered just some jobs. In 1972, it was extended to cover almost all jobs. The sex discrimination part has one built-in exception called the "bona fide occupational qualification (BFOQ)."

That means that congress recognized that there are some jobs that by their nature require a man or a woman. For example, if you wanted someone to play the part of Queen Elizabeth I in a movie, you would want a woman... one really has to **prove** that being a man (or being a woman) is an essential part of the job.

2. Most of the sex discrimination cases brought under Title VII of the CIVIL RIGHTS act of 1964 were based on arguments about the bona fide Occupational Qualification exemption. The question in this case, therefore, is whether or not being female is an essential part of the job a stewardess does.
3. Questions to ask:
 - a. What argument does Mr. Donet of the airline give for having only women as stewardesses? (Women make passengers feel comfortable and put them at ease.)
Is this a stereotype? (Yes, but like most stereotypes it has an element of truth.)
 - b. Why do you think the customers said that they preferred women stewardesses? (They were used to seeing women stewardesses. People tend to want to keep things the way they are used to having them.)
 - c. Customer preference is not allowed by itself to justify discrimination in hiring. If the courts did allow a customer preference argument to excuse an employer from this law, what would happen? (Everyone could argue customer preference - since customers do always tend to prefer what they are used to - and the law could not be enforced.)
 - d. Why did the airline use men as flight attendants in the early days of flying? (The job was dangerous and required heavy physical labor.) Is this a stereotype, too? (Yes.) What other jobs involving danger are stereotyped as male? (Policeman and soldier are stereotypically men's jobs, although more and more women are now entering all these occupations.)
 - e. Do you think the airline makes a strong case for bona fide Occupational Qualification exemption?

- f. What changes have you seen as a result of these court cases? (Language - Stewardess has become flight attendant; mailman has become mail carrier.)

*Source: **Expanding Career Horizons**, Jo Ann M. Steiger and Arlene Fink. Illinois Office of Education, Lesson 2, (Permission granted by State Board of Education, Illinois Office of Education.)

**KELLOGG VS. FIRST FEDERAL BANK
EQUAL PAY ACT**

JUDGE: Will the Attorney for the Plaintiff please begin the case.

ATTORNEY FOR THE PLAINTIFF: We will show that the First Federal Bank violated the EQUAL PAY ACT OF 1963 by paying female employees less than male employees for the same work. The first witness I would like to call is Miss Kellogg.

(Miss Kellogg takes the stand.)

ATTORNEY P: Miss Kellogg, what was your position in the First Federal Bank?

KELLOGG: I was a teller.

ATTORNEY P: How long have you been a teller there?

KELLOGG: Since 1946.

ATTORNEY P: Miss Kellogg, what was your salary as a teller in 1961 when Mr. Stewart began working at the bank?

KELLOGG: My salary then was \$290 per month.

ATTORNEY P: When Mr. Stewart started at the bank, he started as a teller, is that correct?

KELLOGG: Yes, that's right.

ATTORNEY P: Did Mr. Stewart do exactly the same work you did, and had been doing since 1946?

KELLOGG: Yes, exactly the same work.

ATTORNEY P: And what was he paid?

KELLOGG: He was paid \$300 per month, just starting.

ATTORNEY P: Do you know of other cases where men were paid more than women for the same work?

KELLOGG: Always, that was always the way. Why Jenny was making \$260 as a bookkeeper when Harvey was being paid \$315 for the same work and I remember once seeing that Charlie was making \$425 to Elizabeth's \$300.

ATTORNEY P: Thank you, Miss Kellogg. That ends my questions.

JUDGE: Does the Attorney for the Defense have any questions for this witness?

ATTORNEY D: Yes, Your Honor.
(Attorney for the Defense steps forward.)
Miss Kellogg, you have stated that various men were paid more than women for exactly the same work. But is it not true that these men were not just doing the work of, say, teller, but were also training to become officers of the bank?

KELLOGG: You couldn't tell by me.

ATTORNEY D: Could you explain that.

KELLOGG: Those men would come in and do the same work as the girls. They would be tellers or bookkeepers or whatever. Now sometimes the men would get promoted and the women wouldn't but that was just another bit of discrimination. The men got no special training beyond simple experience on the job, same as the women.

ATTORNEY D: You say that women never got promotions, yet there are now two women officers in the bank, are there not?

KELLOGG: There are now, but that happened lickety split after this discrimination suit was filed. There were none before that.

ATTORNEY D: Thank you Miss Kellogg. That ends my questions, Your Honor.

JUDGE: Does the Attorney for the Plaintiff have any further questions at this time:

ATTORNEY P: No, Your Honor.

JUDGE: Miss Kellogg, you may step down.
(Miss Kellogg steps down.)
Would the Attorney for the Defense call his (or her) first witness.

ATTORNEY D: At this time I would like to call Mr. James, Vice President of the First Federal Bank in charge of personnel.
(Mr. James takes the stand.)
Mr. James, it has been charged that the First Federal Bank paid men workers more than women workers for the same labor. Was that, in fact, the bank's policy?

JAMES: No, it was not a simple matter of more pay for male workers. Like most institutions, we rely on promotion through the ranks to fill our top jobs. We like our officers to have fairly extensive training including a rotation through almost all the jobs in the bank. So you may see two people performing the job of teller and it may look as if they are doing the same work, but they are not. One is a teller, and will never be anything more than a teller, while the other is a future officer of the bank in training. The wage rates are not comparable. They are on different scales.

ATTORNEY D: Thank you Mr. James. That ends my questions.

JUDGE: Does the Attorney for the Plaintiff have any questions for Mr. James?

ATTORNEY P: Yes, Your Honor. Mr. James, do you have a written description of this training program for bank officers?

JAMES: Written? No. It was a flexible program. We have no written materials.

ATTORNEY P: Were there special courses?

JAMES: No, no classroom training. It was experience based.

ATTORNEY P: How did you decide what course a trainee would follow? How he would rotate his jobs?

JAMES: That would depend on the man, and on conditions in the bank at the time.

ATTORNEY P: There was no standard program that all trainees followed?

JAMES: Well, they all put in some time as teller, some time as bookkeeper, you know. But the timing, the length of stay at each job would vary.

ATTORNEY P: Did women employees, employees who were not trainees, ever rotate jobs - say from teller to bookkeeper?

JAMES: Sometimes.

ATTORNEY P: Sometimes. What was the difference between an ordinary rotation of employees and the rotation of trainees?

JAMES: The intent. We intended to train the trainees to become officers.

ATTORNEY P: Mr. James, when you first hired someone, could you tell at the time of hiring if that person was management material?

JAMES: Well, not absolutely. I'd have to watch him at work and see how he did.

ATTORNEY P: So the people designated trainees did not necessarily become officers?

JAMES: No, of course not.

ATTORNEY P: So essentially, being designated "trainee" largely meant that one would have a chance to work his way up through the ranks?

JAMES: Yes, I suppose you could say that.

ATTORNEY P: Mr. James, was a woman ever made a trainee in your bank?

JAMES: No.

ATTORNEY P: Thank you Mr. James, that ends my questions.

JUDGE: The Attorney for the Plaintiff may sum up the case.

ATTORNEY P: The First Federal Bank has made a practice of paying men more than women for the same work. The bank claims that the salary difference existed because of a training program - a training program to which no women were admitted. The bank has produced no evidence that such a training program ever really existed. There is no written plan, no course work, no standard rotation through jobs. An outside observer could not tell the difference between a trainee and any other employees by the work done. The essential difference between trainees and other employees is that the trainees were all male and most of the other employees were female. The training program is merely a subterfuge to avoid the EQUAL PAY ACT of 1963. The Court should find that the First Federal Bank is paying women less than men for the same work and so is in violation of the EQUAL PAY ACT. The bank must be ordered to pay women the same wages men are paid, and to give women the opportunity for promotions.

JUDGE: The Attorney for the Defense may sum up the case.

ATTORNEY D: First Federal Bank fills its top jobs with employees with experience in the bank. The kind of training needed to be an officer of first Federal is training which can be obtained by working at the various jobs in the bank. The bank, therefore, runs an informal, but very real, internal training program. In order to attract and keep top level people in this training program, the trainees are paid more than the ordinary wages for the work they do while they are trainees. This is not a violation of the EQUAL PAY ACT, but a legitimate training program.

DECISION: If you were the judge, what would you decide? Has the bank violated the EQUAL PAY ACT?

JUDGE: The bank has violated the EQUAL PAY ACT. In actual operation, "trainees" cannot be distinguished from the female workers who do the same jobs and who are likewise learning and growing in the business but without the title of trainee. This is not a bona fide training program within the meaning of the statutory exception from the EQUAL PAY ACT. The training program was informal and unwritten, if not imaginary. Furthermore, the program was discriminatorily administered in that females were excluded.

The Congressional purpose in passing the EQUAL PAY ACT was the elimination of those subjective assumptions and traditional stereotyped misconceptions regarding the value of women's work that are reflected in the policies of this bank. Equal pay for equal work was not laid down simply out of concern about the injustice of discrimination, important as that was. It was also laid down out of concern about the economic and social consequences of disparate wages paid to a major portion of the nation's labor force. Such wages not only depressed the living standards of those who received them, they also depressed wages for all workers and particularly workers in certain industries.

JONES VS. WONDER AIRLINES COMPANY
CIVIL RIGHTS ACT

JUDGE: Will the Attorney for the Plaintiff please introduce the plaintiff's case.

ATTORNEY P: We will demonstrate that Wonder Airlines violated TITLE VII of the CIVIL RIGHTS ACT of 1964 by refusing to consider a man for the job of airplane flight attendant. Mr. Jones, will you take the stand please.
(Mr. Jones takes the stand)
Mr. Jones, will you tell us what happened when you applied for the job of flight attendant on April 17, 1967.

JONES: I applied for the job. They said they were looking for stewardesses and I thought that would be an interesting job. I figured I could do the job a stewardess does, so I applied.

ATTORNEY P: And what happened?

JONES: They wouldn't even interview me. Said they wouldn't consider a man for the job. Said the job was open only to women.

ATTORNEY P: Thank you Mr. Jones. That ends my questions, Your Honor.

JUDGE: Does the Attorney for the Defense have any questions for this witness?

ATTORNEY D: Yes. Mr. Jones, don't all the airlines use women stewardesses exclusively?

JONES: As far as I know, yes, now they do. But I know it wasn't always that way. They say men can't do the work but I know that they used to hire men for that work. Until 1959 they had both men and women, so it shows that men can be flight attendants.

ATTORNEY D: Yet since 1959, all the airlines have used only women?

JONES: Yes, I guess.

ATTORNEY D: Thank you. That ends my questions, Your Honor.

JUDGE: Mr. Jones, you may step down.
(Jones steps down)

ATTORNEY P: I would now like to call Mr. Domet of Wonder Airlines.
(Domet takes the stand)
Mr. Domet, would you please explain the policy of your company regarding hiring of flight attendants.

DOMET: Yes. We have found, through years of experience, that women make better flight attendants than men, when there is no danger or heavy physical labor involved. Therefore, we hire only women.

ATTORNEY P: Could not some men perform the job of flight attendant as well as your women stewardesses?

DOMET: Of course, but such men are very rare and hard to identify. We are talking about the ability to put a passenger at ease, to help him, or her, relax and enjoy the flight - and so want to fly Wonder Airlines again. Women are naturally good at that sort of thing. Most men are not. It would be prohibitively expensive to try to screen men to find the few who might be able to do well. Introducing men into the hiring process would simply raise the number of new hires who do not pan out, and lower the quality of our service.

ATTORNEY P: Thank you Mr. Domet. I have no further questions.

JUDGE: Does the Attorney for the Defense have any questions for this witness?

ATTORNEY D: Yes, I do. Mr. Domet, did you ever attempt to find out what your passengers think on this issue? Do they really feel more comfortable with female flight attendants?

DOMET: No questions about it. We had that understanding from informal interviews, but we decided to find out for sure about our customers' preferences. So we hired a qualified research organization to conduct a scientific survey of our customers. The customers overwhelmingly preferred stewardesses. 79% of the passengers said they preferred female to male flight attendants. 69% of our female passengers preferred female attendants, and 85% of our male passengers preferred female attendants. We think that's important.

ATTORNEY D: Mr. Domet, why do you think there is such an overwhelming preference for female stewardesses on planes?

DOMET: We at Wonder Airlines were curious about that too, and have obtained some expert testimony from a psychiatrist on that question. The psychiatrist explained that flight causes feelings of apprehension, boredom, and excitement in passengers. The flight attendant must deal with those feelings. Now a male passenger who is feeling anxious might subconsciously resent a male attendant who he perceived as being more masculine than himself. At the same time, he responds negatively to an attendant he perceives as less masculine than himself. Whereas male passengers would generally feel themselves more masculine, and thus more at ease, in the presence of a young female attendant. Women passengers might consider personal overtures by male attendants as intrusive and inappropriate, while at the same time welcome the attentions and conversation of another woman. So, you see, there are sound psychological reasons for having female flight attendants.

ATTORNEY D: You believe, then, that being female is a bona fide occupational qualification for flight attendant?

DOMET: Indeed I do.

ATTORNEY D: Thank you Mr. Domet. That completes my questions.

JUDGE: Does the Attorney for the Plaintiff have any additional questions for this witness?

ATTORNEY P: Yes. Mr. Domet, when did Wonder start this policy of hiring only female flight attendants?

DOMET: In 1959, with the coming of the jets.

ATTORNEY P: Before that you had men attendants?

DOMET: Yes, for about 15 years we had had both men and women, depending on the route. Before that we had only men.

ATTORNEY P: You had only men?

DOMET: Yes, in the early, dangerous years. We began flying in the 1920's. Sea planes to south America and the Caribbean. Flying was hard work and real adventure then. Flight attendant was a man's job, hazardous with heavy, physical labor.

ATTORNEY P: So in those years, you would not hire women for the job?

DOMET: Yes, but the job has changed. Now flying is easy. Women and children and babies fly. What passengers want from flight attendants today is reassurance, comfort. The attendant is just there to make the trip a little more pleasant. So we use women.

ATTORNEY P: That sounds like a stereotype of the kind of work that men can do and the kind of work that women can do.

DOMET: Oh, it's not a stereotype. We don't base our business decisions on myth. It is hard, practical experience. Women are simply better at providing reassurance and courteous personalized service than are men. That is what the job requires, so we hire women. All the airlines follow the same policy. When Jones applied for a job with us in 1967 there wasn't an airline in the country hiring male flight attendants.

ATTORNEY P: That ends my questions for the witness.
The witness may step down. (Domet steps down)

JUDGE: Would the Attorney for the Plaintiff please summarize the case.

ATTORNEY P: Mr. Jones was denied a job as flight attendant by Wonder Airlines solely on the basis of his sex. This is a violation of TITLE VII of the CIVIL RIGHTS ACT of 1964. The airline has not established that being female is a bona fide occupational qualification for flight attendant. They have established that there is customer preference for females, but customer preference is not a justification for discrimination in sex cases any more than it is in race cases. A company may discriminate by sex only if it can show that such discrimination is vital to the continuation of its business. Wonder Airlines has not shown that. The Court should find a violation of TITLE VII of the CIVIL RIGHTS ACT of 1964 and compel Wonder Airlines to change its hiring policy.

JUDGE: Would the Attorney for the Defense please sum up the case.

ATTORNEY D: Wonder Airlines has established that being female is a bona fide occupational qualification for the job of flight attendant. Although customer preference by itself is not justification for restricting a job to one sex, the overwhelming customer preference here merely validates the practical, business judgement of the airline officials that women do this job better than men. The Court should rule that the bona fide occupational qualification exception to TITLE VII of the CIVIL RIGHTS ACT of 1964 holds in this case and that the airline is entitled to restrict hiring to females only.

DECISION: If you were the judge, what would you decide?

JUDGE: In order to establish that being a female is a bona fide occupational qualification for being a flight attendant, the airline would have to prove that the essence of its business would be undermined if it did not hire females exclusively. It has **not** proven that. The Court finds that: (1) the primary function of an airline is to transport passengers safely from one point to another; (2) hiring male stewards will not so seriously affect the operations of an airline as to jeopardize or even minimize its ability to provide safe transportation from one place to another; (3) the areas in which females out perform males are not reasonably necessary to the normal operations of the airline. The airline may take into consideration the abilities of an individual when hiring, but may not exclude all males simply because most males may not perform some tasks adequately.

The airline was required to change its policy, to hire the applicants who had been turned down because of sex, and to pay those male applicants who prove successful as stewards back pay to the time of their original applications for the job.

Other Legislation*

Prior to the Title II legislation, considerable attention has been given to laws and executive orders addressing equal opportunity in education and employment.

- *National Labor Relations Act and Related Laws (1935)* requires unions to bargain for the same working conditions as wages, hours, recruitment, seniority and promotion for women as well as for men.

- *Equal Pay Act of 1963 as amended by the Educational Amendments of 1972* prohibits sex discrimination in salaries and most fringe benefits.

- *Title VI of the Civil Rights Act of 1964* prohibits discrimination against students on the grounds of race, color, or national origin by all institutions receiving federal monies.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibits discriminatory practices in terms and conditions of employment on the basis of race, color, religion, national origin, or sex by all institutions with 15 or more employees.

- *Executive Order 11246 as amended by Executive Order 11375* prohibits employment discrimination on the basis of race, color, religion, national origin, or sex by institutions or agencies with federal contracts of over \$10,000. All contractors with contracts of \$50,000 or more and 50 or more employees must have affirmative action plans.

- *Executive Order 11478* prohibits discrimination in Federal employment because of sex as well as race, color, religion, or national origin. It replaces those parts of Executive Order 11246 as amended by Executive Order 11375 which provided for equal opportunity in the Federal government. It directs Federal agencies to formulate employment programs insuring non-discrimination. This order is administered by the U.S. Civil Rights Commission.

- *The Age Discrimination Employment Act* makes it illegal for an employer of 25 or more people in interstate commerce to discriminate on the basis of age in any phase of employment of persons who are 40 through 65 years of age. The law also applies to employment agencies and labor organizations that do not serve individuals on the basis of age.

- *As a part of the Education Amendments of 1974, the Women's Educational Equity Act* was enacted "to provide educational equity for women in the United States." Under provisions of the Act, the Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of the law at all levels of education, including preschool, elementary and secondary education, higher education, and adult education.

- *Title VII and Title VIII of the Public Health Service Act, as amended, prohibits discrimination on the basis of sex in admissions and against some employees in health personnel training programs of institutions receiving federal monies.*

- *Regulations of the Bureau of Apprenticeship and Training* prohibit discrimination on the basis of race, creed, color, sex and national origin in selection of participants and conducting of programs.

The major legislation affecting vocational education was Title IX passed in 1972 and the sex equity legislation, or Title II of the Education Amendments of 1976.

***Equal Vocational Opportunity**, developed by Millie Huff, Division of Vocational-Technical Education, Nashville, TM 1978, p. 59.

Hey, do you know?

- 1.You have rights.
- 2.Recognize discrimination.
- 3.Protect your rights.
- 4.Don't abuse your rights.



Cate
Toliver

What jobs are
available?

Am I qualified?

Am I interested
in this job?

What hours
will I work?

How much
will I earn?

How about
applying?

I can be more?

My Future?



III. THE WORLD OF WORK

Objectives:

1. To create an awareness of career options.
2. To show advantages of considering a non-traditional career.
3. To receive information concerning paid work.

Purpose:

The purpose of this unit is to inform the students concerning work and career options. The activities have been selected to give information and to stimulate interest.

An introduction is given to be used with the students. Activities are listed in the order of suggested use.

Introduction to use with students:

Will you work? How much money will you make? What will you do? How much have you thought about the work that you might do for pay?

If you are female, you should know that whether or not you marry, you will probably be working for pay outside your home for a large part of your life. In addition, you may need to work to support yourself or your children, or to contribute to your family's income. It is important that you prepare for paid work.

If you are male, you should know that if you marry you are likely to have a wife who works to contribute to the income and you may need to assume responsibilities for cooking, cleaning, or caring for children. In addition, there are new opportunities in jobs which used to be "for women only."

Whether you are female or male, you should know that traditional ideas of work are no longer realistic; both females and males now work for pay outside their homes. You should select your career based on your interests, your abilities, and your needs.

It is a good idea to do the following:

- Identify your general occupational interests.
- Explore a variety of occupations that might fit your interests and needs.
- Get as much specific information about several different occupational choices as you can and then compare them - the activities, the pay, qualifications, and benefits.

You can find out about specific occupations by reading and doing research, by talking to your guidance counselor, by talking to workers who are already in the occupations which interest you, by taking vocational education courses which introduce you to the skills you need, by finding a part-time or cooperative work in jobs which interest you.

As you find out about specific occupations, make sure you look at occupations which are not traditional for your sex as well as some that are. What you find may surprise you.¹

¹Martha Matthews and Shirley McCune, **Try It, You'll Like It!**, Resource Center on Sex Roles in Education, Washington, D.C., 1978, pp. 14-25.

Activity 1: Paid Work in My Life

Purpose:

To stimulate thought about career choices.

Materials:

A worksheet for each student.

Procedure:

Distribute one copy of the worksheet to each student.

Ask students to check the answers that best fit.

Discussion.

How much have you thought about the work that you might do for pay? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

Paid Work in My Life: Where Am I Now?*

When I think of my life, work that I do for pay seems to be:

- ☐ very far away from my life now.
- ☐ a decision that I need to begin thinking about now

I believe that the work I do for pay will:

- ☐ not be very important or take very much time in my life
- ☐ be a very important and time consuming part of my life

I think that my paid employment is likely to be:

- ☐ interesting and a source of satisfaction to me
- ☐ not very interesting, just something I'll do to make money

I think that when I work for pay it will be in a job which is:

- ☐ traditional for my sex
- ☐ not traditional for my sex

I would like to work with:

- ☐ members of my own sex
- ☐ members of the opposite sex
- ☐ both females and males

I believe that I have considered:

- ☐ a few possible occupations
- ☐ a great variety of occupations

I believe that I have:

- ☐ very little idea of the work I would like to do for pay
- ☐ a good idea of the work I would like to do for pay

If I had to support myself now, I would:

- ☐ have trouble finding a job I would enjoy
- ☐ be able to do several different jobs that I would enjoy

I think that the work I would like to do will:

- ☐ require very little training
- ☐ require a fair amount of training

If I had to choose a career tomorrow, I would choose to be _____
and I would need to get the following training _____

I think that my paid work opportunities will be influenced by sex discrimination and sex stereotyping:

- ☐ very little, if at all
- ☐ to some degree
- ☐ a great deal

I think that the factors which will be most important to me in choosing an occupation will be:

- ☐ interest ☐ security ☐ high pay ☐ prestige ☐ independence
- ☐ excitement ☐ a chance to help others or to contribute to society
- ☐ freedom to do things other than my occupation ☐ other _____

Read back through your answers. Are you satisfied with them? Do you think that your answers would be the same if you were a member of the opposite sex? Should they be the same?

*Source: **Try It, You'll Like It**, Martha Matthews and Shirley McCune, Resource Center on Sex Roles in Education, Washington, D.C., 1978, p. 15.

Activity 2: Once Upon A Time*

Purpose:

- 1 To help students think about their preparedness for the world of work.
- 2 To create awareness of stereotyped role expectations. *(This activity is not intended to be an accurate tool for measuring the ability of the student to perform in today's world. It is a kick-off activity to capture the student's interest and create initial awareness of sex-role stereotyping).*

Materials:

Copy of "Cinderella" story with appropriate check-off sheet for each female student.
Copy of "Prince Charming" story and appropriate check-off sheet for each male student.
Copy of scoring.

Procedure:

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. Depending on the students reading level, the story may be read aloud to the class, or silently by each student.

After students have read the story they should complete the second sheet by checking off each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Scoring: FEMALES

If you checked items 1, 5, 10, 15, 20, and 25 you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of 10 high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake-up! Prince Charmings are hard to come by and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you are probably very capable of managing a home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24 you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family, and career life. Congratulations!

Scoring: MALES

If you checked items 1, 5, 10, 15, 20 and 25 you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you don't believe in glass slippers so what are you waiting for? You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 - let's hear it for you. You are ready to take on the world. You know about all kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you choose to be with a woman she will probably have a career too. You are on your way to being a liberated man. Congratulations!

*From **Expanding Adolescent Role Expectations**, Community Service Education Department, Cornell University, Ithaca, N.Y. 1977, pp. 91-94.

CINDERELLA

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

- ____ 01) Graduating from high school is not important.
- ____ 02) I'm not afraid to be the only girl in any class.
- ____ 03) I know how much money it takes to feed a family of four for a week.
- ____ 04) I stand up for myself.
- ____ 05) I think woman's place is in the home.
- ____ 06) I have career plans.
- ____ 07) I can wash clothes.
- ____ 08) I am informed about EEOC.
- ____ 09) I can raise children.
- ____ 10) I cannot manage money.
- ____ 11) I demand equal pay for equal work.
- ____ 12) I read newspapers and news magazines.
- ____ 13) I can list 20 different jobs open to women.
- ____ 14) I can cook.
- ____ 15) I prefer love stories and movie magazines.
- ____ 16) I have investigated all high school job training courses including woodworking and welding.
- ____ 17) I can fix a flat tire.
- ____ 18) I know how to care for a baby.
- ____ 19) I know about apprenticeship programs.
- ____ 20) I don't worry about the future.
- ____ 21) I can sew.
- ____ 22) I plan to have a skill before marriage so that I can always get a job.
- ____ 23) I can clean.
- ____ 24) I think I can do any job a man can do, as long as I receive the proper training.
- ____ 25) I expect to marry and expect my husband to be the breadwinner.

PRINCE CHARMING

Once upon a time there lived a fine young man named "Prince Charming." He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check (✓) off each item that applies to you.

- _____ 01) I expect to be the sole breadwinner of my family.
- _____ 02) I can cook.
- _____ 03) I would teach my daughter or sister how to work on a car.
- _____ 04) I have investigated **all** high school job training courses including child care and nursing.
- _____ 05) I feel financial matters are best handled by a man.
- _____ 06) I know how much money it takes to feed a family of four for a week.
- _____ 07) I would allow my son to play with dolls.
- _____ 08) I can sew.
- _____ 09) I see girls as people not sex objects.
- _____ 10) I feel women belong in the home.
- _____ 11) I iron my own clothes.
- _____ 12) I can raise children.
- _____ 13) I know how to care for a baby.
- _____ 14) I'm not afraid to be the only guy in any class.
- _____ 15) I see women as lovely things to be admired for their beauty.
- _____ 16) I can clean.
- _____ 17) I plan to have a career outside of the home.
- _____ 18) I plan to learn to take care of myself even if I marry.
- _____ 19) I can cry and show emotions.
- _____ 20) I feel women should raise children.
- _____ 21) I feel women have as much of a need and right to a career as men do.
- _____ 22) I open doors for women because they need help.
- _____ 23) I recognize that most differences in the behavior of men and women are learned.
- _____ 24) I feel comfortable going out with an intelligent girl.
- _____ 25) I hope to marry and have a wife to stay home and take care of me.

Activity 3: Identifying Your General Occupational Interests

Purpose:

To encourage students to identify general occupational interests.

Materials:

A list of questions for each student.

Procedure:

Distribute the questions.

Explain that there are many ways of learning about occupational interest. One way is to begin to ask questions about kinds of work.

Ask the students to answer the questions.

Your answers to questions like these won't tell what specific occupations might interest you; they will tell you what things you should look for when you explore occupations and consider specific choices. Answering questions like these carefully can help you to make a career decision which is right for you - one which is based on your own needs rather than on sex stereotypes.

What Do I Want in a Job?

I would like to work:

- ☐ with my ideas or my mind
- ☐ with my hands or small tools
- ☐ with large machinery
- ☐ in heavy physical activity

I would like to work:

- ☐ by myself
- ☐ with other people

If I work with other people, I would like to work:

- ☐ as a member of a team of people working together
- ☐ giving directions or supervising or organizing other people's work
- ☐ receiving directions and supervision from others
- ☐ listening to others
- ☐ helping or performing services for others
- ☐ persuading others
- ☐ competing with others

I like to work with:

- ☐ a great variety of different tasks or activities and rapid or unpredictable changes of activities
- ☐ a limited number of tasks which remain similar and predictable over time

I would like to work where:

- ☐ my tasks are clearly structured and I know exactly what is expected
- ☐ I can set my own problems and figure out my own way to solve them

I would like to work:

- ☐ flexible and irregular hours
- ☐ regular hours

I would like to work:

- ☐ indoors
- ☐ outdoors

I would like to work:

- ☐ in the city or the suburbs
- ☐ in the country or rural areas

I would like to be able to work in:

- ☐ the area where I live now or a particular geographic area
- ☐ many different areas of the U.S., possibly moving from place to place

When I think about paid work, the two values which are most important to me are:

(Put a "1" beside the one which is most important and a "2" beside the one which is next important.)

- ☐ interest
- ☐ security
- ☐ high pay
- ☐ prestige
- ☐ serving others or contributing to society
- ☐ independence
- ☐ excitement
- ☐ freedom to do things other than my paid work
- ☐ other

* From *Try It, You'll Like It!* Martha Matthews and Shirley McCune, Resource Center on the Sex Roles in Education, Washington D.C., 1978, pp. 22-23.

Activity 4: Exploring a Variety of Occupational Choices

Purpose:

To explore a wide variety of occupations

Materials:

A worksheet for each student.

Procedure:

Distribute worksheets and read the following instructions:

A few of the many different occupations in today's paid work force are listed, some are traditional for females, some for males, and some for persons of both sexes. Many of these occupations may be entered through training in vocational education programs. Read each one and:

See if you can list one specific duty done on each job;

Indicate whether or not you might like to try this job; and

Indicate why you think you would or would not like to try it.

When I Grow Up I Want to Be A...*

Occupation	One duty involved in this occupation is:	I would/would not like to try this occupation:	I would/would not like to try this occupation because:
farmer			
florist			
forest ranger			
car salesperson			
lawyer			
hotel manager			
insurance agent			
real estate agent			
dental assistant			
nurse			
practical nurse			
doctor			
x-ray technologist			
interior decorator			

waiter/waitress			
computer programmer			
file clerk			
personnel worker			
secretary			
architectural draftsman			
television cameraperson			
electrician			
environmental technician			
appliance repairperson			
commercial artist			
business executive			
child care worker			
police officer			
sheet metal worker			
auto mechanic			
carpenter			
plumber			
barber			
cosmetologist			
truck driver			
laboratory scientist			
teacher			

Source: **Try It, You'll Like It!** Martha Matthews and Shirley McCune, Resource Center on Sex Roles in Education, Washington, D.C., 1978, p. 24.

Activity 5: Work Force Quiz*

Purpose:

To increase student awareness of the importance and extent of women in the work force.

Materials:

Student activity sheet and the U.S. Department of Labor fact sheets "Twenty Facts on Women Workers" and "The Myth and the Reality"

Procedure:

Students may be asked to complete the activity sheet in any of the following ways:

1. As an introduction to a section on the World of Work, students will not have received the answers in class and their prior knowledge and attitudes may be assessed. When completed, students may be given the fact sheets and asked to check the answers themselves.
2. As an exercise during a unit on the World of Work, students may be given both fact sheets and the worksheet and asked to read the fact sheets and complete the worksheet.
3. As a final evaluation for a unit on the World of Work, students may complete the worksheet in order to check the knowledge they now hold about women in the labor force. When completed, students may be given the fact sheets and asked to check the answers themselves.

* Source: **Expanding Adolescent Role Expectations**, Community Service Education Department, Cornell University, Ithaca, N.Y. 1977, pp. 87-88.

WORK FORCE QUIZ

- 1) ____ Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
- 2) ____ A majority of women work because of economic need.
- 3) ____ Women have a much higher absentee rate from their jobs.
- 4) ____ Recently, more women are leaving work for marriage and children.
- 5) ____ Job requirements are usually unrelated to sex.
- 6) ____ The sole supporter for the majority of families is male.
- 7) ____ The average woman worker is slightly less educated than the average man worker.
- 8) ____ Fully employed women who are high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school
- 9) ____ Today more than half of all women between 18 and 64 years of age are in the labor force.
- 10) ____ A majority of women who leave work to have children never return to their job.
- 11) ____ The single woman usually works less than 25 years in the labor force.
- 12) ____ Women have a much higher turnover rate in labor than men.
- 13) ____ Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.
- 14) ____ Less women are offered positions of responsibility than men.
- 15) ____ The employment of mothers leads to juvenile delinquency.
- 16) ____ Most men who have worked for women supervisors do not complain about working for a woman.
- 17) ____ The number of working mothers who have children under 18 has not increased since 1940.
- 18) ____ The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

(Answers are found on page 136)

TWENTY FACTS ON WOMEN WORKERS

1. Nine out of ten girls will work at some time in their lives.
2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than \$7,000 a year.
3. More than 35 million women are in the labor force; they constitute nearly two-fifths of all workers. Some 4.5 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.
4. More than half of all women 18 to 64 years of age are workers.
5. About one-fourth of all women workers hold part-time jobs.
6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.
7. Labor force participation is highest among women 18 to 24 and 25 to 54 years of age; the median age of women workers is 36 years.
8. The more education a woman has, the greater the likelihood she will seek paid employment. More than 3 out of 5 women 45 to 54 years of age with 4 or more years of college are in the labor force.
9. The number of working mothers (women with children under 18) has increased about ninefold since 1940. They now number 13.0 million, an increase of 3.7 million in the last decade.
10. The 4.8 million working mothers with children under 6 in 1973 had 6.0 million children under 6; the estimated number of licensed day care slots is 920,000.
11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns less than three-fifth of what a man does, even when both work full time year round.
12. Unemployment was lowest for white adult males (2.9 percent) and highest for minority teenage girls (34.5 percents) in 1973).
13. Among all families, about 1 out of 8 is headed by a woman; almost 3 out of 10 black families are headed by women. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
14. Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.
15. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families 11 percent have incomes below \$4,000 if the wife does not work; 3 percent, when she does work.
16. The average woman worker is slightly better educated than the average man worker. Women have completed a median of 12.5 years of schooling; the median for men is 12.4 years.
17. Women are about two-fifths of all professional and technical workers; but less than one-fifth of all nonfarm managers and administrators.
18. Women are 77 percent of all clerical workers but only 5 percent of all craft workers.

19. The median wage of full-time year-round private household workers was only \$2,365 in 1972. Effective May 1, 1974, most private household workers were covered by Federal minimum wage and overtime legislation.
20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration.

Fact Sheet: THE MYTH AND THE REALITY*

The Myth

A woman's place is in the home.

Women aren't seriously attached to the labor force; they work only for extra pocket money.

Women are out ill more than male workers; they cost the company more.

Women don't work as long or as regularly as their male coworkers; their training is costly - and largely wasted.

The Reality

Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, separated or had husbands whose incomes were less than \$3,000 a year. Another 4.7 million had husbands with incomes between \$3,000 and \$7,000.

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury; 5.6 days a year for women compared with 5.2 for men.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Women should stick to "Women's jobs" and shouldn't compete for "men's jobs."

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

The employment of mothers leads to juvenile delinquency.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

* The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was \$7,386 in Autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Activity 6: Realities of the World of Work*

Time required: Approximately 45 minutes. The audio tape is about 20 minutes in length and additional time is required for student participation.

This package is designed for use on the high school level, but it can be used with adult groups.

Purpose:

1. To insure that both females and males have realistic expectations concerning the world of work for females:

The student will be able to select from among given reasons the one reason **most** women work.

The student will be able to recall the percentage of women who work.

The student will be able to state at least one advantage to the family of a working mother.

The student can state one reason why women enter the work force.

2. To explore the changing roles of men and women:

The student will be able to state an example which demonstrates men's and women's changing relationships.

The student will be able to state an advantage of this change of roles.

3. To become aware of some of the difficulties experienced by females in their preparation for and actual participation in the labor force:

The student will be able to identify an example of stereotyping from among three given situations.

The student will be able to recall two myths about women and work.

Materials:

Audio tape and one set of visuals (12 transparencies or slides)

May be borrowed from the Sex Equity Office in the Vocational Division, P.O. Box 771, Jackson, Mississippi 39205, or telephone 601/354-6805.

Student handout, "Myths About Women and Work"

Student activity sheet, "Realities"

Source: Pat Christia, "Exemplary Project: A System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs," The Center for the Study of Contemporary Rural Women, University, MS, 1978.

STUDENT HANDOUT

MYTHS ABOUT WOMEN AND WORK*

Myth	Reality
1. Women work for pocket money.	1. Over two-thirds of working women are either single heads-of-household or are married to men who make less than \$7,000 a year. Over seven million working women are living below the poverty line.
2. Women are absent from their jobs much more frequently than men.	2. When women and men are matched by job category, women are not absent more frequently than men.
3. Women don't stay in the work force.	3. Single women work, full time, for an average of 45 years (two years longer than men) while married women work full time for an average of 25 years.
4. Children of mothers who work outside the home are more likely to become delinquents than children of mothers who don't work outside the home.	4. The outside employment of a mother is not a significant contributor to delinquency. The quality of the child's interaction with both mother and father rather than the quantity is what is important.
5. Women and men are paid equally.	5. In 1976 women workers made 60% of the salaries men did. The average female college graduate makes about the same amount of money that the male high school dropout does.

REFERENCES

(All available from the U.S. Government Printing Office, Washington, DC 20402.)

A Statistical Portrait of Women in the United States. Current Population Reports. Special Studies Series P-23, No. 58 U.S. Department of Commerce, Bureau of the Census, 1976.

U.S. Working Women: A Chartbook U.S. Department of Labor, Employment Standards Administration. Bulletin 297, 1975.

"...To Form a More Perfect Union..." Report of the National Commission on the Observance of National Women's Year, 1976.

*Based on: Project on Sex-Stereotyping in Education, Box 218, Red Bank, N.J. Patricia Campbell, Director

STUDENT ACTIVITY SHEET
REALITIES

1. The main reason most women work is:
____ simply because they enjoy it
____ they need the money to feed, clothe and house their families and/or themselves
____ their husbands expect them to work
2. The proportion of Mississippi women aged 16 and older who work outside their home is almost ____ percent.
3. Give one example to show how a family might benefit if the mother works.
4. The tape talks about some of the reasons why women might work, and maybe you thought of other reasons. List at least one reason a woman might have for deciding to go to work.
5. As women's roles change, men's roles must also change. This results in a new relationship. Give an example that shows how a husband's life might change if his wife were to take a job after being at home for several years.
6. What is one advantage to the male and one advantage to the female that results from the changing relationships between women and men?
7. Which one of the three situations involves an obvious example of stereotyping?
 - a. An applicant for a job is not hired because the applicant is too young.
 - b. A female and male both apply for the same job. They appear to be equally qualified. The female is hired. The reason given is that the female's personality is better suited to the job.
 - c. A male and female both apply for a job with a construction company. The job involves driving heavy equipment. They are equally qualified by having received comparable training for equipment operation. The male gets the job. The reason given the female is that her legs are too short to reach the pedals. She is 5 feet 9 inches tall.
8. Several myths about women and work are presented by the tape. You also have a handout which summarizes five myths. Can you recall two myths without first checking your sheet?

Activity 7: Game - Job Steps*

Time required: about 60 minutes.

Job Steps is an activity in the form of a card game directed toward vocational high school and junior college students, but it is also appropriate for junior high students. The occupations that are dealt with in the game have been chosen on the basis of their present and future relevance to employment in the state. The rules of the game are easily learned and the reading material has been normed at the 6th grade reading level.

Purpose:

1. To familiarize participants with various occupations by describing the nature, place of employment, training and advancement, and earning and working conditions of several occupations.
2. To familiarize participants with one possible training-employment-advancement sequence associated with an occupation.
3. To promote awareness of non-traditional job options by exposing participants directly to those occupations.

Materials:

Job Steps game, which includes: a set of directions; fact sheets for various occupations; playing cards; and special cards.

May be borrowed from Sex Equity Office of the Vocational Division, P.O. Box 771, Jackson, Mississippi 39205, or telephone 601/354-6805.

Procedure:

Job Steps is ideally played with 5 to 7 players. For each player one set of step cards are dealt (that is, one occupation per player). The game progresses according to the directions found with the game.

*Source: Abraham Wolf, "Exemplary Project: A System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs," The Center for the Study of Contemporary Rural Women, University, MS, 1978.

**FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE
AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?***

Worksheet

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up ____ of the nation's paid work force. ____
a. 26% b. 43% c. 54%
2. For every \$1.00 men earn, women earn _____. ____
a. 95¢ b. 76¢ c. 57¢
3. ____ of American women between the ages of 18-64 are employed outside the home. ____
a. 41% b. 34% c. 54%
4. ____ of American men between the ages of 18-64 are employed outside the home. ____
a. 74% b. 86% c. 91%
5. The average young woman today can expect to spend ____ years in the paid work force. ____
a. 7.3 b. 17.1 c. 22.9 d. 31.2
6. The average 20 year old American male can expect to work for pay outside the home for ____ years. ____
a. 36 b. 52 c. 42
7. Out of every 10 young women in high school today, ____ will work for pay outside their homes at some point in their lives. ____
a. 9 b. 5 c. 7.4
8. Both husband and wife work in ____ percent of the nation's marriages. ____
a. 35 b. 47 c. 28
9. The median income of working women with four years of college is ____ that of men who have completed eight years of elementary school. ____
a. greater than b. the same as c. less than
10. The difference between the average yearly incomes of male and female workers has ____ over the past 20 years. ____
a. increased b. decreased c. remained the same

11. ____ women have the highest labor force participation of any group of women. _____
a. Asian-American b. Black c. Hispanic d. Native American
e. White
12. About ____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. _____
a. four b. six c. eight
13. Women workers are absent from work ____ male workers. _____
a. more than b. less than c. as often as
14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order. _____
a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males
15. ____ percent of all women workers are employed in clerical occupations. _____
a. 11.2 b. 18.1 c. 27.8 d. 35.0
16. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, ____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations). _____
a. 40 b. 60 c. 70
17. ____ percent of all vocational education programs had enrollments which were 90 percent male or 90 percent female in 1976. _____
a. 15 b. 27 c. 39
18. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is _____. _____
a. consumer and homemaking programs
b. occupational home economics
c. office occupations
19. ____ percent of all students enrolled in vocational education programs in the area of trades and industry in 1976 are female. _____
a. 13 b. 21 c. 34

20. Trends in male/female enrollment in vocational training programs show that
- a. females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs.
 - b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.
 - c. the entry of males and females into programs nontraditional to their sex is occurring at about the same rate.

(Answers are found on page 137)

WOMEN IN THE WORK FORCE: A FACT SHEET*

Women's participation in the Paid Work Force

- Women are entering the paid work force at steadily increasing rates. Today, 41 percent of this work force is female; this percentage should equal 50 by the year 2000.
- Increasing entry into the paid work force is characteristic of all groups in our society, regardless of:
 - racial-ethnic group membership
 - age (57 percent of all women in every age group between 18 and 54 are employed outside their homes)
 - marital status (47 percent of the nation's marriages have two breadwinners)
 - maternal status (47 percent of all women with children under 18 are in the paid work force; mothers of children under 6 are entering at a rate faster than any other group)
- The average young woman today will work outside her home for:
 - 40 years if she is single
 - 30 years if she marries but has no children
 - between 15 and 25 years if she marries and has children, depending on the number of children she has

Women's Status in the Paid Work Force

- Women tend to be concentrated in a limited number of "women's occupations," most of which tend to be lower paying than those occupations in which males predominate.
 - 70 percent of all women working for pay are employed in three occupational groups: clerical occupations, service occupations, and professional/technical workers (primarily teachers).
 - 50 percent of all men in the paid labor force are employed in the three largest occupational categories for men: skilled crafts, professional/technical, and managerial occupations.
 - In 1974, the median income earned by female college graduates in the paid work force was less than that earned by men with an eighth grade education.
 - In 1973, the median income of females employed full-time year round was \$6,488, while median income of similarly employed males was \$11,306.
- Even in the same occupational categories, women earn less than men.
- The gap between women's incomes and men's incomes is increasing; in 1956, the median income of all women workers was 63 percent that of men; in 1973, women's median income was only 57 percent that of men.
- Women in the paid labor force are more likely than men to be unemployed.
- Two-thirds of women in the paid labor force today work outside the home due to economic need; they are single, divorced, widowed, separated, or married to husbands with an income of less than \$10,000 per year.

Minority Women in the Paid Work Force

- In the past, minority women have had much higher rates of participation in the paid work force than white women; black women have the longest history of work force participation of any group of women.
- Today, rates of labor force participation by minority women vary among the different minority groups.
 - Black women's rate of labor force participation exceeds that of white women.
 - Hispanic women are less likely to work for pay outside the home than either black or white women.
 - A majority of Asian-American families are comprised of a working husband and a working wife.
 - 1970 census data indicate that 35 percent of all native American women are in the paid work force.
- Minority women with children are more likely to be in the paid work force than are white women with children; 52 percent of minority women with children under 6 were employed in 1974, as compared to 34 percent of non-minority women.
- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.
- Minority women have the lowest average incomes of all workers; in 1973, the average yearly income of white males and females and minority males and females employed on a full-time year round basis was as follows:

white males	\$11,833
minority males	8,363
white females	6,544
minority females	5,772

- Minority females have the highest unemployment rate of any group in the paid work force; in 1975, the unemployment rates were highest for minority females. The rates by race and sex in 1975 were as follows:

white males	7.2
white females	8.6
minority males	13.7
minority females	14.0

When we consider workers in the age group of 16-19 years, the unemployment rates increase dramatically,:

white males	18.3
white females	17.4
minority males	35.4
minority females	38.5

- Minority women are more likely than white women to be in the paid work force as a result of economic need.

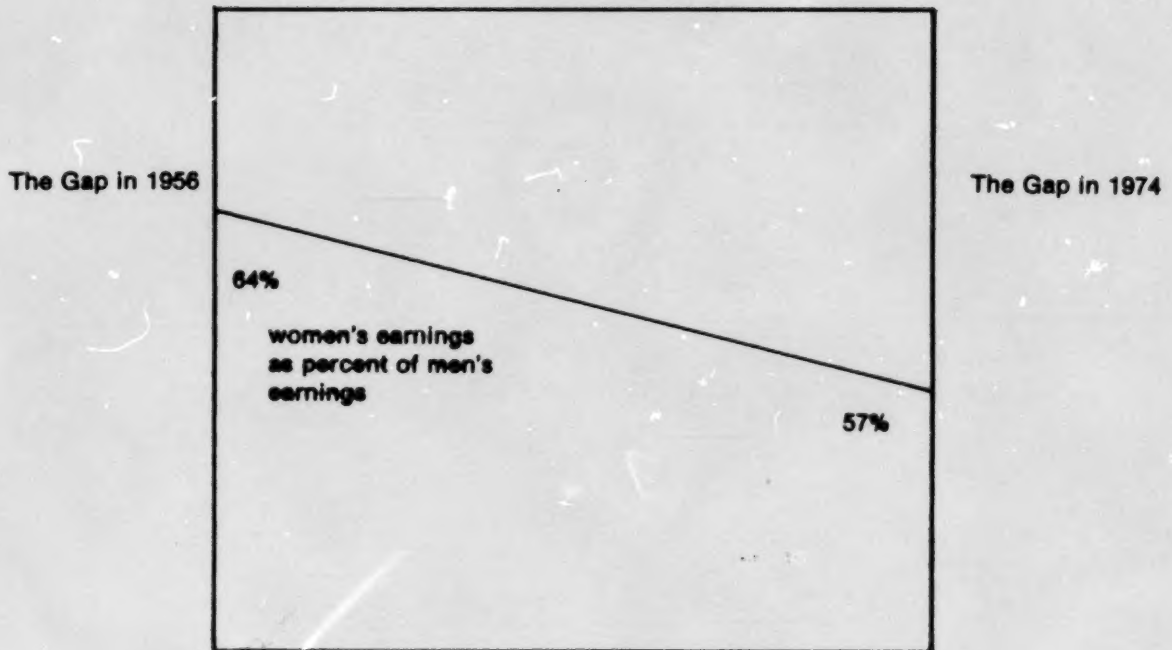
Of the more than 2 million minority women in the paid work force, more than two-thirds (63 percent) have husbands with incomes of less than \$10,000 per year. The comparable figure for white women is 43%.

- Nearly one in three minority families is headed by a woman who is sole support of herself and her family.

Source: **Steps Toward Sex Equity in Vocational Education: An Inservice Training Design**, Resource Center on Sex Roles in Education, Washington, D.C., 1978, Part III, W-3.

Poster/Bulletin Board Suggestion

THE EARNING GAP IS WIDENING



Taken from **Equal Vocational Opportunity**, developed by Millie Huff, Specialist of Equal Vocational Opportunity, Division of Vocational-Technical Education, 213 Cordell Hull, Nashville, TN 37219

WANTED

EXPERIENCED FLORIST - SOUTH
DALE FLORIST - DEGREE REQUIRED.
STARTING SALARY NEGOTIABLE.
COME FOR INTERVIEW.

WANTED

LAB TECHNICIAN - COUNTY
HOSPITAL - WORK EXPERIENCE
NEEDED - FULL TIME - STARTING
SALARY AT \$15,000.



IV. IDENTIFYING CAREER OPPORTUNITIES AND PREPARING FOR THE PURSUIT OF NON-TRADITIONAL EMPLOYMENT

Objectives:

After participating in this unit of study, the students will—

1. Be aware of the many jobs available and recognize that the jobs are available to persons of either sex.
2. Be able to refer to role models of persons in non-traditional employment.
3. Will be able to communicate in a manner which facilitates co-operative efforts and minimizes defensive or hostile reactions in job-related situations.
4. The student will demonstrate his/her understanding of the effects of having a nontraditional job.

Introduction

Men and women work for pay for the same reasons of financial responsibility, satisfaction and personal fulfillment.

Women comprise over 41 percent of the total labor force, but are far from being fairly represented in all major occupational areas.

In the **clerical** area, women are dominant as bookkeeping and billing machine operators, calculating machine operators, key punch operators, secretaries, stenographers, and typists; men are dominant as computer equipment operators, insurance adjusters, examiners, investigators, real estate appraisers, shipping and receiving clerks, stock clerks and storekeepers. In **Retail Sales**, women are dominant as sales clerks; men are dominant as hair dressers, cosmetologists, health aides, nursing aides, school monitors; men are dominant as firefighters, law enforcement officers, police, detectives, sheriffs and bailiffs. In the **Operative** area, women are dominant as dress makers, seamstresses, graders and sorters, servers and stitchers, and solderers; men are dominant as cutting machine operators, delivery and route workers, drill press operators, grounding machine operators, truck drivers, welders and flame cutters.

Across all major occupational areas, women earn less than men. Women's salaries are lower because of the oversupply of women in relatively few fields. Too many women have entered fields in which they feel most comfortable, the traditional female fields. This tendency has been encouraged by both men and women in our society.

Both men and women may feel pressure to enter occupational fields dominated by their own sex and may see barriers to entering occupations dominated by the other sex.

The goal is equality of opportunity in vocational education and employment for all students - for both sexes.¹

Activities given in this section should provide information about the labor market, employment trends, and earning potential. All activities are recommended, but the teacher may wish to select several from the list.

¹Expanding Nontraditional Opportunities in Vocational Education, Ellis Associates, College Park, Maryland, 1977, pp. 1-10.

Activity 1: Pre-Test - Job Titles*

1. Have students list as many jobs as they can think of in 10 or 15 minutes.
2. Have them examine the job titles for those with an implication of the sex of the job holder.
3. Develop new nonsexist titles for those needed.

*From **Project Awareness**, Feminists Northwest, Seattle, Washington, Revised 1977, p. H5-2.

Activity 2: Employment Wanted*

Purpose:

1. To become aware of the many jobs available in a particular field.
2. To recognize that the jobs are available to either sex.
3. To be aware of own interests, abilities, strengths and weaknesses in relation to career preparation.

Materials:

Newspaper want ads.

Procedure:

Although the following suggestions are written to be used to discuss specific fields, they can be adapted to discuss careers in general.

1. Have students collect want ads (from home or by looking at newspapers in class) that are jobs related to the course. Use the ads to initiate a discussion of available career opportunities.
 - a. What jobs are available in this field?
 - b. Do these jobs specify male or female? If not, should they? Why or why not?
 - c. Categorize the jobs according to such criteria as professional, paraprofessional, skilled, semiskilled, and unskilled. Do the jobs fall more into one category or another? What does this indicate about the field?
 - d. What qualifications are needed for the job according to the ad?
 - e. What other qualifications might you need for the job?
 - f. Which of these qualifications are dependent upon the sex of a person?
 - g. What kinds of knowledge, equipment, or experience might be necessary for these jobs?
 - h. For what reasons might people be attracted to these jobs?
 - i. Which jobs would you be interested in?
 - j. In applying for any of these jobs, do you think you would experience any discrimination due to your sex?
2. Have each student compose a list of "Things I Can Do" and then compose a want ad requesting employment. The ad should include information such as:
 - a. What are my qualifications?
 - b. What hours will I be available?
 - c. What wages do I expect?
 - d. What do I expect to learn on the job?
 - e. Who can I give for references?

Have the students list some jobs they might apply for based on their interests and qualifications. Compare the jobs the males list to those the females list. Ask the males if they would be interested in the jobs the females listed. Ask the females if they would be interested in the jobs the males listed. Why or why not?

Source: **Expanding Adolescent Role Expectations**, Community Service Education Department, Cornell University, Ithaca, N.Y. 1977, p. 96.

Activity 3: Slide Presentation - You Can Be More*

This sound-slide presentation focuses on people involved in non-traditional roles in Mississippi, bringing the generalities previously discussed down to the "home" level. Testimonial statements by various individuals illustrate how they chose their field, where they found information concerning the field prior to their making a career choice, and what kind of training they had.

Purpose:

1. To present people in Mississippi who are working in non-traditional jobs, showing that many options are available.
2. To stimulate participants into examining their environment and themselves, to consider possible goals and interests.

Materials:

(May be borrowed from Sex Equity Office in the Vocational Division, P.O. Box 771, Jackson, MS 39205, Telephone 601/354-6805.

Slides: "You Can Be More"

Tape cassette

Sheet of discussion questions

Pre-Show Discussion Questions:

1. Did you ever want to do a job that was supposed to be just for males (females)?
Did you try anyway? What were the reactions of your family? Your friends?
2. What would you say if your brother (sister) told you s/he wanted to become a kindergarten teacher?
What do you think other people would say?
How would you feel about your brother (sister)? How would your friends feel about your brother (sister)?
3. If you were a man who owned a welding business, would you hire a woman to work for your company?
Why? Why not?

Post-Show Discussion Questions:

1. If you were a principal, what would be some advantages in hiring a male to teach kindergarten?
What might be some disadvantages?
2. Do you know anyone personally that is performing a non-traditional job?
If so, what is the job?
What are their reactions to their job situation?
What are the reactions of other people to them?
3. Would you consider a non-traditional job for yourself?
Why? Why not?

Source: Diana Summerville, "Exemplary Project: A System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs", The Center for the Study of Contemporary Rural Women, University, MS, 1978.

Activities 4 and 5 - Guest Speakers*

Purpose:

1. To introduce students to models of people at work in non-traditional jobs for their sex.
2. To provide information on jobs in which students have expressed interest.
3. To help students realize that job characteristics are not dependent on sex.

Activity 4

Invite a guest speaker from the local employment office or another knowledgeable adult to discuss the current job market.

Activity 5

Invite guest speakers who are in non-traditional jobs to visit the class to discuss problems of obtaining employment, problems after employment, and rewards that come with the jobs.

*Source: **Expanding Adolescent Role Expectations**, Community Service Education Department, Cornell University, Ithaca, NY, 1977, p. 99.

Activity 6: Career Exploration Activities*

Career Exploration Activities is a series of experience sets, led by the facilitator or group leader, in which students will be accomplishing several goals. They will receive feedback and information about various careers, as well as receive encouragement regarding non-traditional careers, something to which some may not have given much prior thought. The students will be exchanging information and support among each other, which should bolster their interest in exploring further career options. Real-life working conditions will be examined, and students will receive concrete and realistic information about conditions they can expect from a number of jobs in the world of work.

INTENDED AUDIENCE: Small group activity on high school level.

ESTIMATED TIME REQUIRED: 20-30 minutes per activity.

Purpose:

1. To give students feedback about the kind of careers their peers perceive them in and to expose them to a variety of career ideas.
2. To make students aware they can choose any career they want, regardless of their sex.
3. To get students and leader to exchange information among themselves; to support each other in their pursuit of careers and to help motivate each other toward achieving those careers; and to provide information about career choices.
4. To provide concrete and realistic information about working conditions students can expect from the careers they have chosen.

Procedure:

1. The students sit in a circle and take turns telling one person at a time what career they think she/he would be best at and why.
2. The students sit in a circle and each of them tells what career they would choose if they were of the opposite sex. Then they go around the circle again and the group discusses each choice and why it was different, if it was different from their actual career choice.
3. The students write down their first three career choices and the steps they will take or have taken to achieve their career goals (visit counselor, go to the library, apply for job or training, etc.)
4. A volunteer from the group writes career titles on the chalkboard or pad as the other group members call them out; then the volunteer writes what categories these careers fit under, such as service-oriented or product oriented, high- or low-supervision, high- or low-flexibility of hours, and whatever other categories the members can think of. Be sure they understand the meaning of each category before beginning the activity.

*Source: Dorothy A. Baker, "Exemplary Project: A System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs", The Center for the Study of Contemporary Rural Women. University MS, 1978. (Based on activities developed by the Institute for the Study of Urban Man.)

Directions and Scripts

CAREER EXPLORATION ACTIVITIES

Each of the following activities should be conducted in a quiet room with enough space for six to eight people to sit in chairs in a circle. There should be no interruptions from outside. In some cases a chalk board or newsprint pad will be necessary -- confusion will be lessened if one person writes the information as the other group members, one at a time, call it out.

The group leader (counselor or teacher) will need to make each student feel that her or his contributions to the group are important. If some students seem shy or get left out of the participation, the group leader will be able to draw them back into the activity by asking directly for their opinions or thoughts on the proceedings. But they should not be forced into participating or made to feel embarrassed in these situations.

Each activity may take up to thirty minutes or longer, depending on the group's enthusiasm and involvement. By providing more direction for the group, the group leader may regulate the length of time needed for each activity.

ACTIVITY I

Activity I is designed to give the students some feedback about the kind of careers in which their peers perceive them. It also will expose them to some possible career ideas they can explore for themselves.

ACTIVITY I

All right. Let's start with you, _____, and go around the circle. You sit in this chair and we'll all go around and tell you what job we think you would be best at, and why. You won't say anything until we've all had our turn; then you may comment on any or all of our choices if you want. O.K., _____, you begin by telling _____ what career you think (he or she) would be best at, and why. Then we'll all take our turn at telling each other what careers we think they will be best at and why.

ACTIVITY II

Activity II's purpose is to make the students aware that they can do anything they want, regardless of their sex. It may help some students realize that they are limiting their career choices because of their sex and may cause them to consider other choices.

ACTIVITY II

Now we're going to try an activity that you will probably like. We're all going to tell what career we would choose if we were the opposite sex. Just suppose you were the opposite sex--what career would you choose? Take a minute to think about it. O.K., _____, why don't we start with you--what career would you choose if you were (male/female)? When we've all taken our turn, we'll go back around the circle and talk about each one. (When everyone is finished, go back around the group asking each person why they chose the career they did. If they choose different careers from the ones they have actually chosen (for their sex) ask why they would choose a different career if they were the opposite sex: "Why do you think you would have to do something different if you were (male/female)?" Then discuss how anyone can do anything they want, regardless of their sex.)

ACTIVITY III

The third activity is designed to promote an exchange of information and support among the students and the group leader. Another objective of this activity is to help motivate the students toward achieving their career goals. Once they have decided on a first choice for a career, this activity can provide them with information about what to do next.

ACTIVITY III

Let's try this activity to get an idea of what we all would like to do for a career. We'll each write down our first three choices of careers, and then talk about what to do next toward preparing for that career. If you've already started preparing for your career, maybe you can share with the group the steps you took to get where you are now. (When everyone has written three occupations they would like, ask each person what their choices are, or how they can get more information about their job choices. Encourage the students to help each other decide what to do next and have them say when they will do it. Ask them to be specific about when they will take the next step in preparing for their careers.

ACTIVITY IV

The objective of Activity IV is to provide concrete and realistic information about the working conditions students can expect from a number of jobs. Some other categories may include pay scale, fringe benefits, and effects on workers' health. Ask the students to think of other categories.

ACTIVITY IV

Materials--some large newsprint pads and magic markers or a chalk board with chalk.

This activity is designed to help us find out more about some careers that some of you may have already decided on. If not, then it may help you decide on what career will best meet your needs. We'll need a volunteer to write down the career titles on the board (or pad) and to check the categories that a career fits into. Notice that the categories we have written up there are:

1. (a) Service-oriented--these jobs focus on people and taking care of their needs. Some examples include nurse and child-care worker.
- (b) Product-oriented--these jobs have a finished product as their goal. Some examples are tool and die maker, upholsterer, carpenter, cook and drafter.
2. (a) High-structured jobs are those that provide a closely supervised and structured job situation, with a supervisor who closely oversees the other workers. Some examples of highly structured jobs include assembly-line upholsterer, LPN on hospital duty, and bank teller.
- (b) Low-structured jobs provide more flexibility for the worker, who can set her or his own pace and schedule. Such jobs as mason, carpenter, free-lance automechanic, printshop typesetter, and LPN in private duty are examples.

You may be able to think of other categories for various jobs within the group.

Now, let's think of some careers that you are interested in, and after each one is written up on the board (or pad), you will decide which category or categories it (that career) fits under.

Optional Activities:

***a. Film The Woman's Game**

This film is planned in the context of a board game. A broad spectrum of educational and employment opportunities are covered.

*b. Filmstrip and Cassette **American Man: Tradition and Changes, Part I**

This product introduces the problem of sex role stereotyping from the masculine point of view. It gives some background on growing up males in America. Some of the traditional qualities expected of men are listed. Changing male roles are also discussed as they relate to the women's movement.

*c. **Non-Traditional Careers for Women, Part II.**

This product focuses on women working in non-traditional careers today. It explains how more opportunities are opening up for training in formerly male-dominated fields. It shows how the job market is opening up more diverse careers for women.

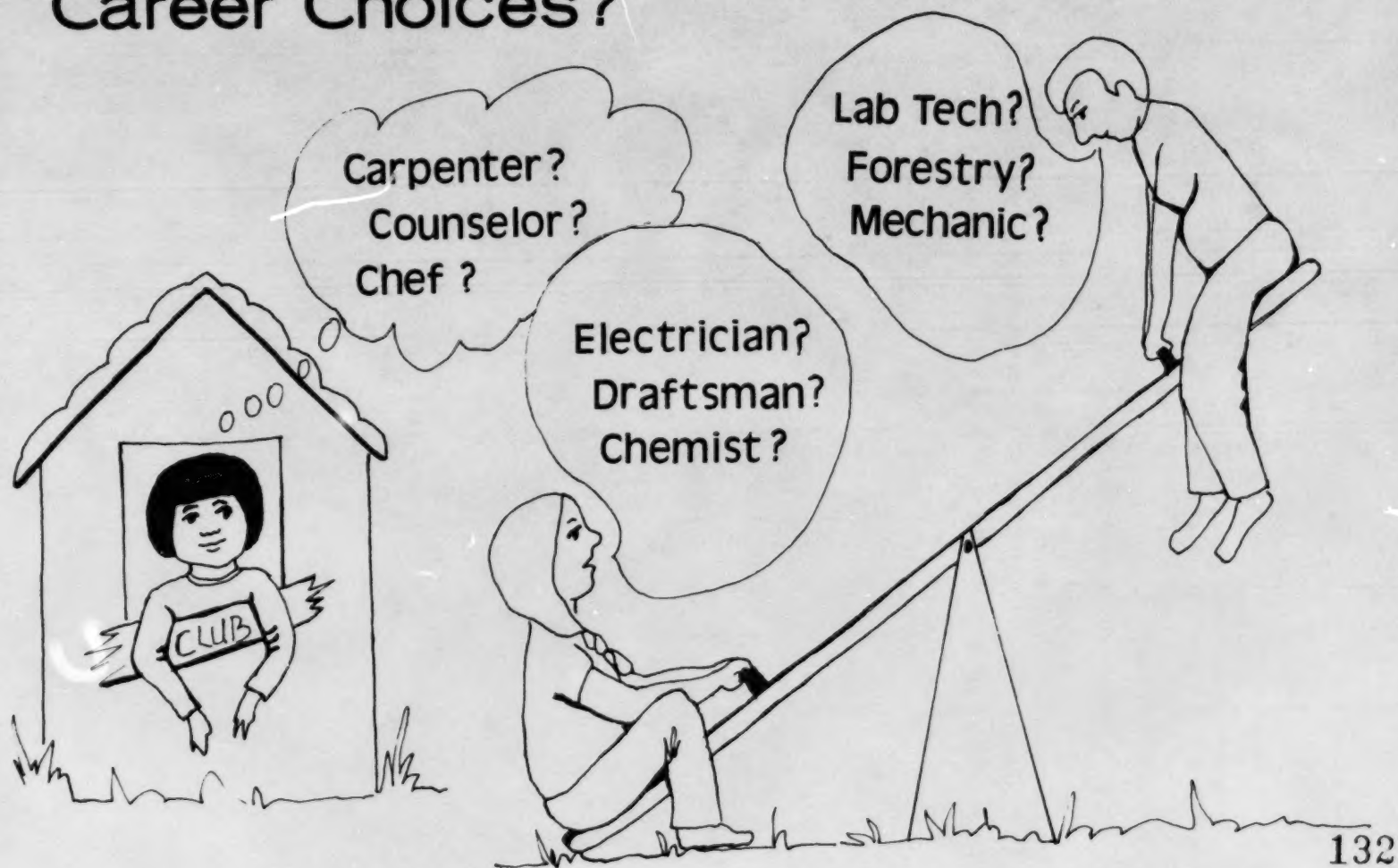
- d. Give students practice in filling out application forms.

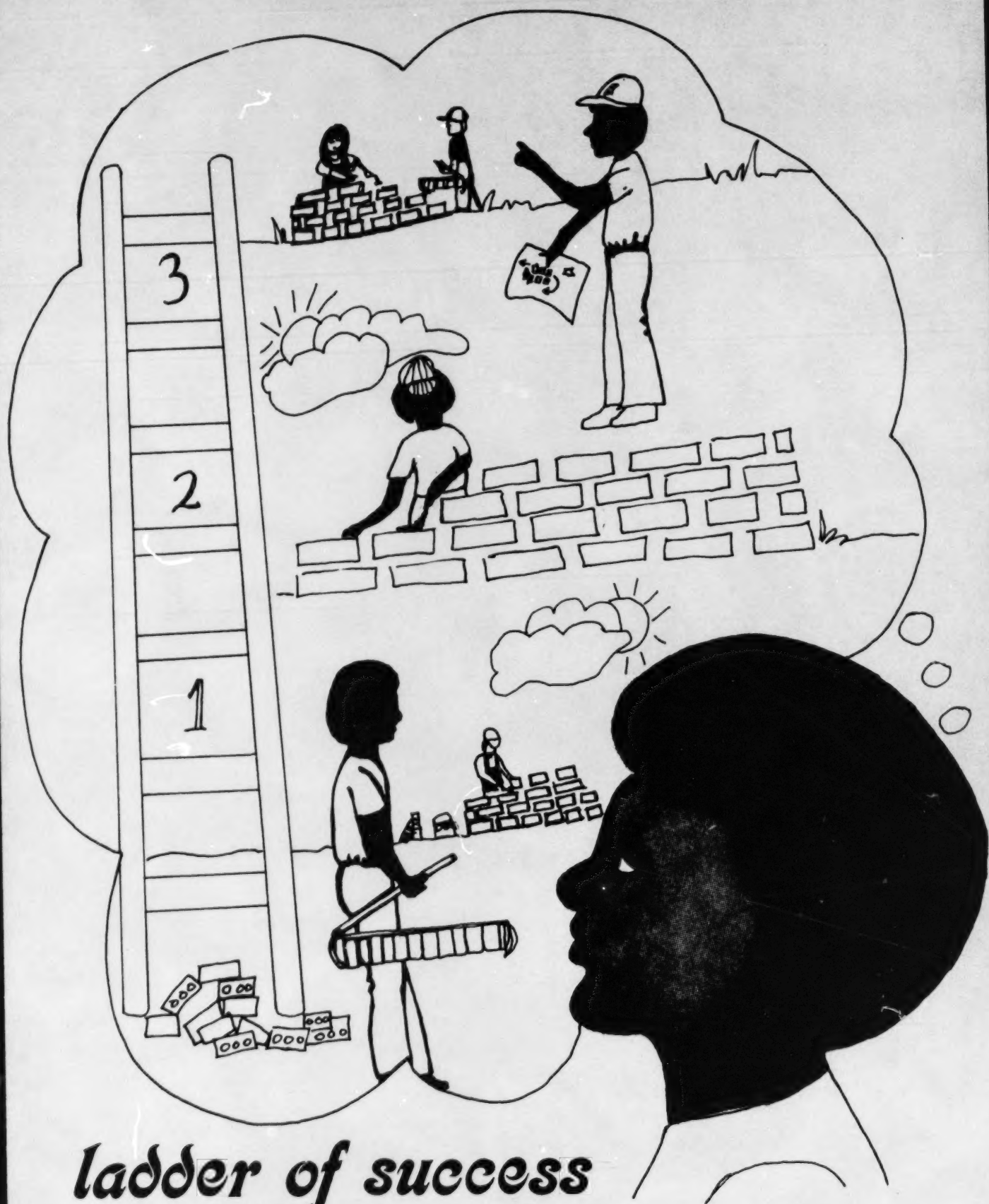
" 'Sexism' is as virulent a disease as racism; the daily struggle of meeting the stereotyped image of 'masculinity' can well be claimed for the fact that men develop more ulcers than women and die at a younger age."

A. Hernandez

*May be borrowed from the Sex Equity Office of the Vocational Division, P.O. Box 771, Jackson, MS 39205, Telephone 354-6809.

Career Choices?





ladder of success

APPENDICES

Appendix A

Answers to Tests

Section II.

What Do You Know About Title IX? All True

Title IX or Title II?

Title II: 3, 4, 5, 7, 8; Title IX: 1, 2, 6, 9, 10

Situations Relevant to Title IX

1. No. Sections 86.34 and 86.35
2. Depends on how strong the "advise" is. Section 86.40.
3. No. Section 86.41.
4. No. Sections 86.34 and 86.35.
5. It depends upon the cost to the school, and whether the track is equally available to girls' events.
6. No. Section 86.42. Title IX does not cover tests and other materials. These may be covered by state law or state policy.
7. Yes. Section 86.57. According to Title IX, if marital status is asked of any applicant, it must be asked of all. However, this information is not to be a factor when considering an applicant for a job.

Section III.

Work Force Quiz

- | | | | |
|------|-------|-------|-------|
| 1. T | 6. F | 11. F | 16. T |
| 2. T | 7. F | 12. F | 17. F |
| 3. F | 8. T | 13. T | 18. T |
| 4. F | 9. T | 14. T | |
| 5. T | 10. F | 15. F | |

**Female and Male Participation in the Paid Work Force
and in Vocational Education Programs: What Are The Facts?**

1. b. 43%
2. c. 57¢
3. c. 54%
4. c. 91%
5. c. 22.9
6. c. 42
7. a. 9
8. b. 47
9. c. less than
10. a. increased
11. b. Black
12. a. four
13. c. as often as
14. b.

white males	\$11,633
minority males	8,363
white females	6,544
minority females	5,772
15. d. 35.0
16. c. 70
17. c. 39
18. a. consumer and homemaking programs
19. a. 13
20. b. males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male courses

Appendix B

Optional Activities

CONSCIOUSNESS-RAISING WITH WHATEVER MATERIALS YOU HAVE ON HAND*

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes, which students feel free of them.
2. Ask students to observe and analyze how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girliness" and "boyiness."
3. Have students observe and analyze how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.
4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?
5. Ask students to catalogue jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.
6. Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done as well by a man or a woman.
7. Have students do research to find out about sex roles in other countries and other cultures today and in the past.
8. Have students observe and analyze how students in their classes stereotype one another.
9. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?
10. Hold a contest for the "most sexist ad of the year." Have every student bring in a prizewinning entry to class.
11. Have students make charts to record who does what housework (including childcare) in their homes during a week's time. At the end of the week, note which chores are done by females and which by males.
12. Have students analyze their reading books, literature anthologies, social studies texts, and science books as group projects. You can use a prepared evaluation form or you can make up your own standards with students. The examination should look for qualitative as well as quantitative differences in the way women and men, girls and boys are portrayed. Students can also analyze how people of different racial and ethnic groups are portrayed.
13. Have students search out characters in books, plays and T.V. shows who depart from traditional sex roles.
14. Encourage students to rewrite stories containing sex stereotyping. Have them draw new illustrations and display them in the classroom.

*Source: **Project Awareness**, Feminists Northwest, Seattle, Washington, Revised 1977, pp. H5-1, 2, 3, 4.

15. Have students compile their own anthologies of poems, stories, pictures, newspaper and magazine articles, and anything else they find that combats stereotyping. You might be able to have the material published.
16. If you use the discussion questions and assignments typically included in textbooks and teachers' manuals, supplement these questions so as to counteract sex bias. For instance, you can ask students to discuss how the story would have differed if the main character had been male (or female). Or if the family structure had been different (no father or no mother)?
17. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.
18. Encourage students to write letters to publishers of their books detailing their objections to stereotyped materials and their suggestions for improvements.
19. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or T.V. programs, etc.).
20. Work with students to develop a collection of nonsexist nonracist books, magazines, etc. for your school and neighborhood libraries.
21. Start a collection of myths and sayings about women or men. Discuss their evolution and their validity.
22. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.
23. Have students analyze television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the TV industry? Compare the TV stereotypes with the future-life predictions in activity 22.
24. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.
25. Have students study the lyrics from recent songs about women. What image of women is conveyed? Compare today's songs with songs from earlier decades. Has the image of women changed? Can students find songs by and about strong women?
26. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.
27. Discuss with students why children's books are so often about men/boys/male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?
28. Arrange for students to discuss with your school counselor job opportunities for women and men.
29. Have students find out how many girls have won athletic scholarships during the past 10 years. How many boys? If more boys than girls are winning these scholarships are there other scholarships available to girls?

30. Work with adult groups (P.T.A., N.O.W.) to develop programs and materials on ending sex discrimination for students, staff, and parents, e.g. a panel on men and women in non-traditional jobs in your community; a celebration of International Women's Day (March 8), or Susan B. Anthony's birthday (February 15).
31. A role-playing game: one student plays a student coming to a teacher, counselor, or administrator for help or disciplining. The other students are in the "audience" as the teacher, counselor, or administrator. The "student" wears a pink or blue card around his/her neck to identify sex. The "audience" tries to find the most stereotyped kind of response that might be given in the situation; then explores the possibilities of a nonstereotyped response. Another student can be a "parent," also wearing a pink or blue neck-card, who accompanies her/his child at the conference. (Situations can be developed by teacher and students.)
32. Divide students up into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male characteristics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits" (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable **human** traits." When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.
33. A role-reversal game: Conduct a marriage ceremony in which the groom's mother gives the groom away, the new couple is pronounced woman and husband and become Mrs. and Mr. Jane Smith; a woman officiates the ceremony. What are student's reactions to this experience?
34. Take students on a "sex stereotyping trip." Stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.
35. Cut out questions from Dear Abby and Ann Landers that relate to female and male behavior, sex roles, and relationships between the sexes. Have students write their own nonsexist responses.
36. Have female students pretend that marriage is **not** an alternative for them. What future plans will they develop?
37. Have students line up in a straight line, picking their position on the basis of their importance. (do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line.)
38. In the elementary school, boys can be assigned show-and-tell topics such as "when I'm a father" and encouraged to bring in their dolls.
39. In upper elementary grades and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:
 - have taken jobs they don't like because they have to earn money for their families?
 - feel they must work overtime and therefore are not able to spend much time with their children?
 - would be happier if their wives earned some of the family income so the fathers could spend more time with the children?

- are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?
 - would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?
 - want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?
40. If you and your students are using sex and race biased textbooks (particularly history) which should be replaced, but your district lacks funds to replace them, have the students use supplementary materials to do research into topics misrepresented or omitted in their texts. Then have students annotate their texts with corrected or new information. Reading these annotations can be a first step in overcoming the biases of the texts for subsequent groups of students who use the texts.

The above ideas were adapted from the following sources:

Feminists Northwest, Seattle, Washington, teaching experiences.

"Men's Liberation," **Scholastic Teacher**, November 1973, written by Warren Farrell.

"Consciousness Razors," available from the National Education Association, #USOE-O-72-2507, 10¢ each.

"Consciousness Raising in the Classroom" **Sexism in Education**, Emma Willard, Task Force, University Station, Box No. 14229, Minneapolis, Minn. 55414, \$4.

"Consciousness Raising in the Classroom or Activities for/to Free Children," by Sandra Shapiro Friedland, N.O.W., 809 South Fifth, Champaign, Ill. 61820.

FINANCIAL FACTS OF LIFE*

Purpose:

1. To evaluate several potential career choices in terms of the standards of living students would like to attain.
2. To examine the differences between the life-style and budget that could be kept with a job that has traditionally been for males and one that has traditionally been for females.
3. To aid students in personal and financial planning.

Materials:

Reference books, career kits, audio-visual materials.

Time:

One class period or a small unit depending on how extensively covered.

Procedure:

1. Have the students mentally project themselves 10 or 15 years into the future and write a brief description of what they think their life style might be. If necessary, write a list of guide words on the board for consideration. For example:

married or single	vacation
own or rent home, apartment, or trailer	recreation and entertainment
children	insurance
furniture	savings
car	clothes

2. When the life style projections are complete, have each student select two careers the student wants to research in terms of income, location of work, future employment opportunities, and other conditions that might influence his/her personal life (education, chances of promotion, status, and so forth). The teacher may encourage each student to choose one career that has traditionally been for his/her sex; the other a career that has traditionally been for a member of the opposite sex.
3. Help the students develop budgets based on their desired life style and on the careers they investigated. In addition to life style considerations, students should also include estimates of income and property taxes, utilities, repairs, office and equipment costs (if in business for themselves), emergency funds, birthday and holiday gifts, education costs, job level and income after ten years experience.
4. When budgets are completed, discuss the following questions.
 - a. What problems did you have financing your desired life style with the budgets from either of the careers?
 - b. Could you meet your life style projections easier with one career than the other?
 - c. How could you adjust your budget if you found you were spending too much money?
 - d. How would your budget change if your spouse was also working?
 - e. In what ways would your life style be different depending on which of the jobs you actually held?

f. After investigating these jobs, would you like to hold either of them?

(Use if applies)

g. What are the advantages of holding the job that has traditionally been filled by members of the other sex.

h. What are the disadvantages?

*From: **Expanding Adolescent Role Expectations**, Community Service Education Department, Cornell University, Ithaca, N.Y., 1977. p. 108.

Appendix C

Resources

The following items are available on a free loan basis from the Sex Equity Office in the Vocational Division. To schedule the materials, please write us at P.O. box 771, Jackson, MS 39205, or call at 601/354-6805.

BOOKS

Fasteau, Marc Feigen. **The Male Machine**, McGraw-Hill Book company, 1221 Avenue of the Americas, New York, NY 10020, 1974.

Goldberg, Herb, Ph.D. **THE HAZARDS OF BEING MALE Surviving the Myth of Masculine Privilege**, The New American Library, Inc., 1301 Avenue of the Americas, New York, NY 10019, 1976.

Kammeyer, Kenneth C.W. **CONFRONTING THE ISSUES Sex Roles, Marriage, and the Family**, Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210, 1975.

Ms. Foundation, Inc. **Free to be You and Me**, McGraw-Hill Book Company, Inc., 1221 Avenue of the Americas, New York, NY 10020, 1974.

Oakley, Ann. **Sex, Gender, and Society**, Harper Colophon Books, Harper and Row Publishers, Inc., 10 E. 53rd Street, New York, NY 10022, 1972.

FILMS AND FILMSTRIPS

Cinderella is Dead

National Education Association, Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

Filmstrip and record
8th grade-adult

Presents basic labor statistics and facts regarding women in the labor force, demonstrating how nine tenths of all girls will work some time during their lives, many out of economic necessity. Ends with a discussion of the legislation and institutional changes which have been implemented to reduce sex discrimination.

The Fable of He and She

Learning Corporation of America, 4600 W. Diversey, Chicago, IL 60639

10:57 minutes
5-12 grade

Film is a light, entertaining animation of the masculine handybars and the feminine mushamels who are separated from each other and have to expand their sex roles in order to survive. When the thread no longer exists, they continue to live according to their expanded roles. Creates an awareness of sex roles within the family and society.

Hey, What are Your Plans for the Next 60 Years?

Verheyden and Associates, 3747 Huntington Street, N.W., Washington, DC

Slides and tape
15 minutes

Slide presentation raises questions about your plans for the rest of your life, tells about some new jobs that are opening up for women and men, suggests some reasons why it is a good idea to try something new, talks about how changes in work have brought some changes to family and social workers, and how people may feel about those changes.

When I Grow Up

East Central Curriculum Management Center at the Illinois Office of Education, 100 N. First Street, E-426, Springfield, IL 62777

16mm film

20 minutes

Short sequences show examples of sex role stereotyping as it exists in school from kindergarten through high school, vocational and non-vocational. It is geared towards all adults involved in any aspect of the education of students. A discussion guide accompanies the film.

The Women's Prejudice Film

Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, California 90046

Film

Upper elementary, high school, college, adult

18 minutes

Many myths and cliches are explored in this semi-documentary approach to contemporary life styles of women. Alternative viewpoints are presented which stimulate the viewer to reappraise his or her current attitude concerning the equality of roles among women and men. Some evidence is presented to indicate that women today comprise at least one third of the nation's work force. More and more jobs which traditionally were assigned to men now are being performed successfully by women. An essential part of many family incomes is supplied by the woman's salary. The film indicates that women themselves need to explore the world of work more fully. Those who have not identified their full capabilities and potential may well be victims of their own acceptance of the outdated and outmoded myths and cliches that continue to surround them. Knowledge of today's **realities** is essential to make certain that **women and men** in today's world are **people** of equality.

I'm Glad I'm a She, I'm Glad I'm a He

North Carolina Dept. of Public Instruction, Room 352, Education Bldg., Raleigh, NC 27611

Filmstrip and audio cassette

Junior and senior high

Demonstrates how both men and women are damaged by restricted sex roles, and how they should be free to be themselves without being limited by sex roles.

Other Women, Other Work

Churchill Films, 662 No. Robertson Blvd., Los Angeles, CA 90069

20 minutes

Junior and senior high

The film portrays women enjoying their work in traditionally male professions. Gives awareness of additional options available for women who work. Could be included in a unit on careers.

Sex Stereotyping--Parts I and II

National Education Association, Publications Order Department, the Academic Bldg., Saw Mill Road, West Haven, CT 06516

Filmstrip and record

8th grade-adult

Explains that ascribed sex traits and sex stereotypes do not reflect today's reality. Shows how stereotypes are perpetuated via the school and its personnel, by parents and other institutions. Ends with what you can do to combat sex stereotyping. An easy to follow filmstrip.

OTHER

Choices: Learning About Changing Sex Roles, Level A and B by Nancy Register Wangen and Sherri Wagner, Jenny Publishing Company, Inc., 57 Queen Avenue south, Minneapolis, Minnesota 55404.

Expanding Career Horizons, game, by JoAnn M. Steiger and Arlene Fink, State Board of Education, Illinois Office of Education, Springfield, Illinois.

EXPANDING ADOLESCENT ROLE EXPECTATIONS Information, Activities, Resources for Vocational Educators, Community Service Education Department, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853

Sex Fairness in Career Guidance, A Learning Kit by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes, Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138.

A limited number of the following three booklets is available to individuals as long as the supply last:

A Checklist for Evaluating Materials

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Guidelines for Sex-Fair Vocational Education Materials

Appendix D

References

- Action Beyond Access.** Vol. 1, No. 1, Illinois Office of Education, Department of Adult, Vocational and Technical Education, 1978.
- "An Exemplary Project: A System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs."** The Center for the Study of Contemporary Rural Women. University, MS., 1978.
- Career Decision Making.** Career Resource Center. Knoxville, TN: University of TN.
- Community Service Education Department. **Expanding Adolescent Role Expectations.** Ithaca, N. Y.: Cornell University, 1977.
- Ellis Associates. **Expanding Nontraditional Opportunities in Vocational Education.** College Park, Maryland, 1977.
- Feminists Northwest. **Project Awareness.** State Superintendent of Public Education. Seattle, Washington, 1977.
- Hawaii State Department of Education. **Sourcebook for Equal Goals in Occupation,** 1978.
- Huff, Millie. **Equal Vocational Opportunity.** Division of Vocational-Technical Education, Nashville, TN., 1979.
- Kaser, Joyce, Martha Matthews and Shirley McCune. **Steps Toward Sex Equity in Vocational Education: An Inservice Training Design.** Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978.
- Matthews, Martha and Shirley McCune. **Title IV. Grievance Procedure: An Introductory Manual.** Washington, D.C.: Resource Center on Sex Roles in Education, 1976.
- Matthews, Martha and Shirley McCune. **Try It, You'll Like It!** Washington, D.C.: Resource Center on Sex Roles in Education, 1978.
- PEER: the Project on Equal Education Rights. Washington, D.C.: Steiger, Jo Ann M. and Arlene Fink. **Expanding Career Horizons.** State Board of Education, Illinois Office of Education, 1977.
- Women's Bureau. Employment Standards Administration. Washington, D.C.: U.S. Department of Labor.